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ABSTRACT

A three-week summer institute on educational television for ABE teachers, teacher trainers, administrators, and television production personnel is discussed. Thirty-two participants (11 TV personnel and 21 ABE personnel) from 10 states, two territories, and the District of Columbia attended. Participants were provided with a variety of materials on television, adult basic education, and educational television. Several different follow-up activities were undertaken. Evaluation of the institute was carried out by means of a questionnaire which was mailed to the participants. The 16 replies received indicated that both the institute and the follow-up activities had been successful from the viewpoints of developing media skills and the ability to work as a team in the implementation of these skills. The 12 appendixes to this report are: A. Planning Materials; B. Participants and Faculty; C. Teams and Their Productions; D. Institute Schedule; E. Published Reports; F. Library Materials; G. Follow-up Memorandum; H. Follow-up: West Virginia Workshop; I. Follow-up: Florida Region IV Meeting; J. Follow-up: Delaware-Pennsylvania Meeting; K. The "Right-to-Read" Television Announcement; and L. Evaluation Instrument. (DB)

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FINAL REPORT

1969 INSTITUTE ON INSTRUCTIONAL TELEVISION
and
ADULT BASIC EDUCATION

The Project reported herein was supported by a grant from the U. S. Department of Health, Education, and Welfare, Office of Education.

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UNIVERSITY COLLEGE
UNIVERSITY OF MARYLAND
College Park, Maryland
20740

AC 010 110

Final Narrative Report

1969 INSTITUTE ON INSTRUCTIONAL TELEVISION AND ADULT BASIC EDUCATION

Conducted by

The Conferences and Institutes Division
University College

and

The Division of Radio and Television
Department of Speech and Dramatic Arts
College of Arts and Sciences

of

THE UNIVERSITY OF MARYLAND
College Park, Maryland

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Preface

This project was undertaken by the University of Maryland with some trepidation at the thought of bringing together two very diverse and highly professional groups of people -- television producers and directors and adult basic educators. Two such professional groups -- one very technically oriented, and the other more people oriented -- could have many points of direct conflict. The fact that there were very few conflict situations during the Institute is a tribute to the participants as well as to the staff.

As Project Director, I would like to express my personal appreciation to the Project Staff, especially to Dr. Aylward, my Co-Director, and Miss Peck, our Administrative Coordinator, for their support, encouragement, and hard work prior to, during, and following the Institute. A special note of appreciation is also due Dr. Kirkley, Mr. McCleary, and Dr. Quinn, members of the full time staff, for their tremendous contributions to the project.

A special note of thanks is due Mr. J. Drew Soileau, Project Officer, Adult Basic Education Branch, U.S.O.E., for his time, efforts, encouragement and support of the project. For his counsel and advice I am very grateful.

John H. Buskey
Project Director

I. ABSTRACT

Reported herein are the activities conducted under a grant from the Division of Adult Education Programs, U.S.O.E..* The Project included the 1969 Institute on Instructional Television and Adult Basic Education and a variety of pre-Institute and post-Institute follow-up activities. The Project was conducted between May 1, 1969 and April 30, 1970, a 12-month period, and was funded for $53,331. Total expenditures were $53,178.59.

The Summer Institute was conducted in College Park, Maryland, July 6-25, 1969 after an extensive pre-planning survey of State Directors of Adult Basic Education was conducted. Directors were asked to send teams of two to four persons from their States. Each team was to consist of one or two ABE representatives and one or two television producers or directors. Thirty-two participants came from 10 States, two territories, and the District of Columbia. Eleven were TV personnel and 21 were ABE personnel.

The faculty for the Institute (a total of 13) was selected for its expertise in specific areas, as well as for its general ability to work well together in conducting an effective, consistent and meaningful program. The Institute lasted three weeks, with the first week focussed on each professional group learning about the other's professional field. Experiences included field trips, lectures, "hands-on" activities and group discussions. The second week and early portions of the third week were devoted to script preparation and actual production of television

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* The Final Report includes this document plus four others: (a) Participant Notebook; (b) Faculty Guide; (c) A Guide to Television Basics; and (d) Financial Report (submitted separately).

programs, which ranged in length from one minute for promotional spots to nearly 20 minutes for instructional programs. Eighteen separate programs were produced which totaled 119 minutes. At the end of the third week the teams developed goals for the utilization of television in their back-home situations.

Follow-up activities were conducted during the period July 26, 1969 through April 30, 1970. The Project Director had several communications with participants and as a result the following activities were conducted:

(a) Each state recieved one copy (either 16mm kinescope or video tape) of all 18 programs produced by teams during the Institute.

(b) The Project Directors consulted with the States of Maryland and West Virginia on specific plans for the use of television in ABE programs.

(c) West Virginia conducted a two-day workshop for ABE and TV personnel in the state. The workshop was modeled after the Maryland Institute and was supported by Project funds.

(d) Several participants in the Maryland Institute attended a Region IV Adult Education Conference in Daytona Beach, Florida to make specific plans for developing a series of tapes/films on in-service training for ABE teachers. Travel funds were provided by this Project.

(e) Pennsylvania and Delaware held a joint meeting with travel funds provided by the Project. The meeting focussed on joint programming efforts.

(f) The Project Staff, in cooperation with the U.S.O.E., subcontracted with Design Center of Washington, D. C. to produce 221 copies of a one-minute and a 30-second television public service promotional spot announcement. The announcements described the problem of illiteracy in the nation, and emphasized the President's "Right-to-Read" effort. They were distributed to all State Directors of Adult Basic Education, as well as to a number of other agencies. They were aired over National Television on the ABC network.

The Institute was judged a success as a result of both formal and informal evaluation procedures. An independent evaluator called it one of the most innovative Institutes conducted in recent years.

II. INTRODUCTION

In the cybernetic age of the 1970's and 80's, the American citizen's ability to survive and prosper will depend increasingly on his brain-power and less on what he can do with his hands. Our commitment, as a nation, to work for the solution of the great social problems of poverty, crime, and unemployment, underscores the need to upgrade the basic skills of reading, writing, computation, basic living and communication of the millions of adults in this country who are functionally illiterate, and another 10 million or so who have less than an eighth grade education. New educational technologies must be applied in a massive national attack on adult illiteracy.

With this problem as background, the State Directors of Adult Basic Education in U.S.O.E. Region III met in Charlottesville, Virginia from February 29 to March 1, 1968, to discuss their most crucial in-service training needs with representatives of several universities in the Region. The Directors proposed the establishment of several summer institutes and urged the University of Maryland to develop and conduct an institute on educational television for teachers, teacher trainers, administrators and television production personnel in their States. Such an institute, it was thought, should be designed to acquaint adult basic educators on the one hand, and television producers on the other hand, with one another's problems and create an atmosphere in which television, as a method of enhancing the impact of adult basic education upon its large scattered student body, could be studied. Following that meeting, several State Directors in Region IV expressed a similar need.

In response to this need, the University of Maryland Conferences and Institutes Division and the Division of Radio and Television submitted a proposal to the U. S. Office of Education for a 1969 Institute on Instructional Television and Adult Basic Education. The project was funded in the amount of $53,331 for fifty participants; the project began operation on May 1, 1969, and continued through April 30, 1970. The major activity of the project was the Summer Institute, July 6-25, 1969, which was followed by a variety of other activities designed to insure effective implementation of skills and plans developed during the Institute. The objectives for the entire project were established with these two major kinds of activities in mind.

Project Objectives

The following objectives were considered by the State Directors of Adult Basic Education and University personnel to be most immediately relevant to the problems and prospects of educational television within HEW Regions I, II, III, and IV:

1) To demonstrate the present value and future promise of the concepts of instructional television to teachers, teacher-trainers, and administrators in adult basic education.

2) To help participants develop a basic understanding of equipment, its operation, and the complete process of program development.

3) To examine the ways in which the principles of adult learning can be integrated most effectively into television.

4) To analyze the unique problems of communication inherent in most adult basic education situations and determine the implications such problems have for the methods and materials developed for instruction by television.

5) To develop skills and knowledge necessary to produce pilot tapes demonstrating the best thinking of the adult basic education leaders and television personnel attending the Institute.

6) To develop a professional appreciation among members of the Institute for the competence and field of interest of all members of the group.

7) To develop media skills and the ability to work as a team in the implementation of these skills.

8) To understand what television can and cannot do.

9) To develop plans and methods for implementing adult basic education through numerous applications of the television medium.

10) To provide follow-up, on-site consultation as requested by adult basic educators and TV producer-directors in the participating States in order to insure implementation of plans developed during the formal sessions of the Institute.

The Project was administered by the Conferences and Institutes Division of University College, University of Maryland, and was directed by Dr. John H. Buskey, Director of the Conferences and Institutes Division. Co-Director was Dr. Thomas J. Aylward, Professor and Director, Division of Radio and Television, Department of Speech and Dramatic Arts, College of Arts and Sciences. Administrative Coordinator was Miss Janice R. Peck, Conference Coordinator, Conferences and Institutes Division. Mr. James P. Baker, Conference Coordinator, Conferences and Institutes Division, assisted the Project Directors in follow-up activities. The planning and content of the Project was a joint undertaking by the two Divisions.

The balance of this portion of the Report is divided into three major parts. Part III describes the Summer Institute -- its planning, content and evaluation;

Part IV is a description of the follow-up activities -- their nature, implementation, and results; and Part V consists of evaluations, conclusions, and recommendations growing out of the total project. Also included are Appendices contraining specifc data and documents relating to Parts III, IV, and V.

In addition to this document, there are four other documents which together comprise the Final Report for this project. These are: (a) a Participant Notebook; (b) Faculty Guide; (c) a Guide to Television Basics, and (d) Financial Report. Each of the first three documents was prepared especially for the use of participants and/or faculty in the Summer Institute.

III. 1969 SUMMER INSTITUTE ON INSTRUCTIONAL TELEVISION AND ADULT BASIC EDUCATION

Pre-Planning Survey

On November 8, 1968, a letter accompanied by a questionnaire and program prospectus was sent to the State Director of Adult Basic Education in all states in U.S.O.E. Regions III and IV. A copy of these documents appear in Appendix A. The purpose of the questionnaire was to gather information from the State Directors about the current interaction between educational television and adult basic education in each state, to gain some ideas about needs of the state programs, and to encourage the states to begin thinking about who to send to the Institute proposed for the Summer of 1969. Eleven of the 14 State Directors responded with a wealth of suggestions and with considerable interest. Some ideas were incorporated into the Project Proposal submitted to U.S.O.E., and other ideas were utilized in subsequent detailed planning efforts.

Planning Meeting

The Grant was approved May 1, 1969, and a planning committee meeting was held on May 8-9 at the University's Center of Adult Education in College Park. Eleven persons, including an ETV station program director, a representative of the National Association of Educational Broadcasters, two State Directors of Adult Basic Education, a media specialist, and other educational television and adult education specialists, comprised the planning committee. A list of committee members is included in Appendix A.

The major purposes of this meeting were (a) to refine specific objectives and processes for the three-week summer Institute, and (b) to establish specific criteria for selection of participants. Objectives #1 through #9 listed earlier in this report were those used to develop content and behavioral activities for the Institute. Objective #10 deals with follow-up activities and will be discussed in Part IV of this report.

Selection of Participants

To recruit participants, the Project Staff communicated with State Directors of Adult Basic Education in States in U.S.O.E. Regions I, II, III, and IV. The State Directors were asked to nominate teams of four representatives from each State to send to the Institute in order to assure a carry-over of conference learnings to the back-home situation. Criteria for selection of participants was based on the needs of the State Agency in the areas of instructional television, as well as on the individual learning needs of the prospective participants. Specific criteria established for selection of participants were as follows:

(a) Television personnel: They should be experienced television production people who have current job responsibilities with ITV or ETV instructional systems; they should be able to put together programs; they should have knowledge of the main procedural steps in building a content unit of learning; and they should be able to depict this visually.

(c) Adult Basic Education Personnel: At least one of the ABE people should possess an understanding of the total ABE picture in his State. The other ABE person should have expertise in curriculum development. Hopefully, both will have had considerable experience with ABE classroom teaching. Specific skills necessary for both ABE personnel include: (1) understanding the educationally disadvantaged adult as a learner; (2) an ability to formulate behavioral objectives and to design a specific unit of content material to meet these objectives; and (3) an ability to evaluate the effectiveness of a specific unit of learning.

For the most part, State Directors were able to follow-through and select qualified personnel. Some States, however, were able to send only teams of two and one or two states sent only one person as a result of last minute cancellations. Due to the lateness of funding and consequent delay in communicating with State Directors, only 32 participants, representing 10 States, two territories, and the District of Columbia, attended the Institute. Eleven individuals were TV producers/directors and 21 were ABE personnel. A complete list of participants with their State and ABE or TV affiliation appears in Appendix B.

The Faculty

The faculty for the Institute consisted of six full time persons, and seven part-time individuals. The faculty was selected for its expertise in specific areas, as well as for its general ability to work well together in conducting an effective, consistent, and meaningful program. Several of the faculty were also involved in the formal planning meetings preceding the Institute. Following is a list of the faculty with a list of the content and/or administrative areas for which they were responsible:

Faculty	Content/Administrative Area
*Dr. John H. Buskey Project Director	-Overall Direction, Administration and Design of Project -Follow-up Activities -Guidance for Script Writing Teams
*Dr. Thomas J. Aylward Project Co-Director	-Designer of and lecturer in TV sessions of Institute -Follow-up activities related to TV -Production Guidance for Script Writing Teams

*Miss Janice Peck Project Administrative Coordinator (ABE Faculty)	-Designer of ABE portions of Institute -Lecturer in sessions on ABE for TV personnel -Guidance for script-writing teams -Evaluation of Institute -Author of Faculty Guide -Prepared Participant Notebook
*Dr. Emily Quinn (ABE Faculty)	-Leader for sessions on ABE for TV personnel -Guidance for Script writing teams
Dr. Leonard Nadler (ABE Faculty)	-Learning and Working Together
Dr. Andress Taylor (ABE Faculty)	-Culture of the Educationally Disadvantaged
Mrs. Naomi Baurenfeind (ABE Faculty)	-Educationally Disadvantaged Adult as a Learner
Dr. Edgar Boone (ABE Faculty)	-Curriculum Development -Practicum on Curriculum Development
*Dr. Donald H. Kirkley (TV Faculty)	-Co-author of TV Basic Guide -Lecturer in TV sessions for ABE personnel -Production Guidance for Script Writing Teams
*Mr. Robert McCleary (TV Faculty)	-Co-author of TV Basic Guide -Lecturer in TV sessions for ABE personnel -Production Guidance for Script Writing Teams

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*Indicates full-time Faculty of Institute; others were part-time.

Mr. Warren Park	-Evaluator of TV productions from Educational TV viewpoint
Dr. Edmonia Davis	-Evaluator of TV productions from ABE viewpoint
Dr. Jack Hunter	-Evaluator of TV productions from Educational TV viewpoint

The full time faculty worked together very well and in addition to leading specific sessions in their area of expertise, provided continuing guidance as consultants to each of the six script writing teams. A list of Faculty with their professional positions appears in Appendix B.

Program Rationale, Content and Schedule

Development of the Institute, which was held in the University's Center of Adult Education and television facilities in College Park, began with the assumption that all participants were experienced in their respective fields and had some history of success in them. Although the participants received a pre-exposure to the Instiute through advance information sent to each participant prior to the Institute, the developers felt, however, that people who are experts in adult basic education were not likely to be knowledgeable about the nature of television production, and that the professional television personnel would not be very familiar with adult basic education. Therefore, the first week of the Institute was devoted to providing knowledge and understanding of each other's fields. A general principle made explicit throughout the Institute was the advantages as well as the disadvantages of television as a medium for adult basic education.

After an orientation and overview of the Institute on Sunday, the television personnel spent most of the first week looking at the historical development of adult basic education, the culture of the educationally disadvantaged (rural and urban), the adult as a learner with a view of the teaching-learning process, curriculum development, and evaluation. These learnings were supplemented by field trips to adult basic education classes in the District of Columbia[1] and Baltimore.[2] At the same time that the television personnel were acquiring an understanding of the scope and problems of adult basic education, the adult basic educators were acquiring basic knowledge and understanding of television program planning, script writing, use of graphic and visual aids, and the production of scripts. The basis for much of this instruction was a 45-page booklet dealing with the basics of television production prepared especially for the Institute by Dr. Kirkley and Mr. McCleary.

On the sixth day (2nd Monday), the 32 participants were divided into six teams by region with all representatives from any State in the same team, to begin to develop skills in team-building and problem-solving. Teams exchanged ideas on how the two fields could work together to solve the broad problems of adults who require adult basic education. From this cross-fertilization of ideas, a rationale for the effective utilization of television in adult basic education was developed.

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[1] With the assistance of Dr. Frank Lawrence, visits were arranged to Project Call which serves voluntary learners who use a variety of programmed instructional materials, and to Project WIN (sponsored by MDTA, U. S. Dept. of Labor), which serves learners who are compensated for attendance in traditional classroom settings.

[2] Visits to Baltimore classes were arranged by Mrs. Naomi Baurenfiend, and included visits to the Gilford Adult Education Center and the Calvert Adult Education Center. TV participants received an orientation to each program and were then permitted to visit several classes in session.

The rest of the second week was devoted to the writing of a script for one program on adult basic education by the teams. During the script preparation, the full time faculty acted as consultants to the teams. The scripts were produced on the Friday of the second week.

On Monday of the third week, the groups reconvened to present their television pilot programs for evaluation and critique by the other teams, faculty, and three resource experts (Dr. Jack Hunter, Mr. Warren Park, and Dr. Edmonia Davidson). Following the critic panel, the teams reassembled on Tuesday morning for planning one more short production each; these productions were filmed Wednesday afternoon. Tuesday afternnon was spent in a field trip to the Maryland Center for Public Broadcasting, Channel 67 in Baltimore. Thursday morning the second set of films were reviewed and critiqued by participants and Faculty.

On Thursday afternoon the teams focused on developing goals for the utilization of television and other educational technologies within their states and on developing strategies for implementing their goals when they returned home. On Friday, the teams shared their goals and strategies for implementation with each other, one State Director and Mr. William Neufeld, U.S.O.E. Region III Field Representative. A list of the team members, a description of the context in which the programs were produced, a list of the 18 productions, and the team proposals appear in Appendix C. A detailed schedule of the entire 3-week Institute appears in Appendix D.

The major outcomes of the Institute were fourfold:

(a) production of 18 TV programs;

(b) a set of goals for each state to accomplish following the Institute;

(c) individual capability in designing TV programs for Adult Basic Education;

(d) creation of "team" attitudes for follow-up activities.

Further documentation of items (c) and (d) is shown in the "Evaluation" section of this report.

A Certificate of Attendance was awarded to each participant at closing ceremonies. A more detailed overview of the whole Institute appears in Appendix E in the form of an article written by Dr. Kirkley and published in the January 1970 issue of Educational/Instructional Broadcasting. A "Picture Report" of the Institute, prepared by Dr. Buskey, also appears in Appendix E.

Methodology

Perhaps the major methodological consideration in designing the Institute was to emphasize a "hands-on" experience for participants. Specific lectures or lecture discussions were given only as necessary to provide a context for participant involvement in specific activities. ABE participants were given specific opportunities to learn how to operate television equipment, while TV personnel had specific opportunities to develop curricula and observe ABE classrooms. Following the first week, little "instruction" took place in formal situations; teams were given deadlines to meet for script writing, film shooting, acquisition of properties, securing of actors from among fellow participants, rehearsals, and final productions. Teams worked under intense pressure, having available any or all of the six full-time Institute Faculty to provide guidance, answer questions, be a sounding board, or assist in the acquisition of permissions, props, etc. Thus, teams worked quite independently, using as a base a special office assigned to them in the Center of Adult Education.

Program Materials

Participants were provided with a wide variety of materials on television, adult basic education, and educational television. Some materials, in the form of a Handbook and a folder of printed documents, were given to participants for their personal use. Many other materials were placed in a library available 16 hours a day to participants and staff. A list of these materials appears in Appendix F. Mr. William Winters, Librarian of University College, assisted greatly in acquiring the materials and setting up the library for the Institute.

Conclusion

The 1969 Summer Institute was quite successful in the opinion of the staff and plans were made immediately to begin follow-up activities to take advantage of the enthusiasm generated among participants. Plans were also made to conduct the program again in 1970 with revisions based upon the evaluations of the project by participants and staff.

IV. FOLLOW-UP ACTIVITIES

The contract time following the Summer Institute, the period July 26, 1969 through April 30, 1970, was devoted to several types of activities, although final details on one activity were not completed until September 1970. Several different major follow-up activities were undertaken from among those proposed by States and the U. S. Office of Education.

In December 1969, the Project Director wrote to Institute participants and State Directors of Adult Basic Education (See Appendix G) attempting to bring them up-to-date on the follow-up activities and to solicit by questionnaire specific proposals from them about their needs and desires. The letter suggested five kinds of potential projects or activities:

(a) Video-tape or kinescope copies of Institute TV programs;
(b) consultation by Institute staff members with states;
(c) support for ABE-TV Workshops like the summer Institute;
(d) support for state or regional planning meetings;
(e) development and production by the University of Maryland of a "Right-to-Read" television spot for national distribution.

Projects in each of these areas were conducted and each is described below.

(a) Copies of Institute TV Programs.

As part of the follow-up activites provided for in the original proposal, the University of Maryland edited and distributed to each participating state one copy of all the television programs produced during the Summer Institute by teams of participants. Altogether, 18 programs were produced, ranging in length from 60 seconds to 20 minutes. After editing and splicing, the combined length of the programs was 119 minutes. A list of these programs and the teams which produced them are in Appendix C.

The participating states received copies of the 18 programs as follows:

2" Quadruplex Videotapes

- Delaware
- Kentucky
- North Carolina
- South Carolina
- Tennessee

16mm Kinescope films

- Alabama
- District of Columbia
- Florida
- Maryland
- Puerto Rico
- Virgin Islands
- West Virginia

Pennsylvania did not request a copy of the productions. The copies were sent either to the State Director of Adult Basic Education, or one of the Institute participants as specified by the Director. The copies were distributed in January 1970. The productions were used in many ways by the recipients. Most were used by participants to share ideas with other members of their state ABE or TV staffs, with a view toward finding ideas for using TV in their state efforts.

(b) Consultations by Institute Staff.

(1) At the request of the State of West Virginia, Dr. Buskey and Dr. Aylward traveled to Ripley, West Virginia on November 20-21, 1969 to make a presentation to a joint meeting of the State ABE Area Supervisors and ETV representatives from West Virginia University and Marshall University. The presentation included showing selections from a 16mm kinescope of the Summer Institute productions and leading a discussion on potential collaboration between the ABE and TV staffs in West Virginia.

The major result of this meeting was the conduct, in 1970, of a Statewide ABE-TV institute, which is described in a later section of this report.

(2) Dr. Buskey met on March 11, 1970 with the Maryland "ABE/Instructional Televison Curriculum Committee" under the chairmanship of Mrs. Thelma

Cornish, State Director of ABE in Maryland. The meeting was held at the University of Maryland Center of Adult Education, College Park. As one of a continuing series of meetings of the committee, samples of the Summer Institute productions were shown to stimulate their thinking about programming for the Maryland ABE program.

(c) Support for an ABE-TV Workshop

A proposal from Mr. James B. Deck, West Virginia Director of Adult Basic Education to hold a two-day program on ABE and television was approved. The program was held April 3-4, 1970 at Nitro, West Virginia. The purpose of the program **was** to familiarize ABE Supervisors with the use of television as an educational tool in promotion and utilization of ABE services. The WMUL-TV studio and production facilities and staff were utilized for the program. A letter from Mr. Deck, a copy of the program, and a brief evaluative report appear in Appendix H as evidence of the nature and impact of the workshop.

(d) Support for State-Regional Planning Meetings

(1) Florida.--At the request of Mr. James H. Fling, Director of Adult Basic Education, State of Florida, and Mrs. Jeanne Brock, ABE Consultant, Florida State Department of Education, the Maryland Institute supported the attendance of several persons from States in Region IV at the "Regional IV Adult Education Conference," in Daytona Beach, Florida, February 15-18, 1970. This ABE-TV Task Force, which met under the umbrella of the Conference, came together to work on the development of plans and assignments for producing a series

of films/tapes on in-service training for teachers of ABE. The meeting of this Task Force served to provide not only a follow up to the Maryland Institute, but also to establish concrete plans for Region IV in developing appropriate ABE teaching materials. A summary of the Meeting, written by Mrs. Brock, is attached in Appendix I. Dr. Emily Quinn, a member of the Maryland Institute Staff, served as consultant to the Task Force and submitted a separate summary report, which also appears in Appendix I.

As a result of the February meeting, and others through the Spring under the sponsorship of the Southern Regional Educational Board, it is anticipated that several significant television/film productions will be undertaken in the Region.

(2) Pennsylvania-Delaware Interstate ABE-TV Conference.-- Participants from Delaware and Pennsylvania had worked together as Team II in the Summer Institute, and because of their natural geographic relationship it seemed appropriate to continue seeking ways to cooperate with ETV programming in ABE. Therefore the States proposed a meeting of both ABE and TV people from the two states to explore possibilities and develop plans for joint programming.

Travel funds for the meeting on March 20, 1970 at Dover, Delaware were provided by the University of Maryland under this project. An agenda and summary report of the meeting, submitted by Mr. Atwood Badman, Delaware State Supervisor of Adult Education, are included in Appendix J.

(e) The "Right-to-Read" Public Service Television Announcements

One of the most pressing problems in the entire literacy program is the lack of information among the general populace about the nature of illiteracy in the United States. The lack of knowledge about the programs designed to overcome illiteracy is even more widespread. In an effort to inform both the general public and prospective ABE students about the problem and the programs (especially the President's "Right-to-Read" effort) which have been designed to meet these needs, the ABE-TV Institute undertook to develop some public service television announcements. The announcements turned out to be one of the most significant aspects of the whole project.

The idea for the announcements originated with Mr. J. Drew Soileau, U.S.O.E. Project Officer, who worked with the University Project Director, Dr. Buskey, to develop the overall concept for the TV spots. The University subsequently sub-contracted with Design Center, Inc. of Washington, D. C., a firm specializing in advertising and graphic and audio-visual productions. Mr. Thomas Bell of Design Center undertook the development of the scripts and production of the announcements.

Two announcements, one 60-seconds and the other 30-seconds, were developed and reproduced on 16mm color film. The announcements described the nature of the literacy problem, emphasized President Nixon's concern,and encouraged individuals to support the right-to-read effort in their community.

Accompanying the announcements was a letter of explanation from Mr. Paul Delker, Director, Division of Adult Education Programs, U. S. O. E., a memorandum suggesting ways of utilizing the announcements, and an order form so that additional copies could be ordered. Copies of the documents noted above, the scripts of the spot announcements, and a list of the States and Agencies to which the announcements were distributed, are included in Appendix K.

After the initial distribution of the announcements, a number of agencies requested additional copies and the spots received national attention. In particular, Col. Lewis G. Mendez, Jr., Director of the Right-to-Read Program, U.S.O.E., requested copies for use by his Office, and the American Broadcasting Company requested copies for use as public service spots in nationwide television. The ABC-television network used the spots during the following prime time programs the week of January 24-30, 1971:

(1) Tuesday, 7:30-8:30 p.m.: "The Mod Squad"

(2) Thursday, 9:00-9:30 p.m.: "Danny Thomas Show"

(3) Saturday, 7:30-8:30 p.m.: "Lawrence Welk Show"

(4) Late week nights: "The Dick Cavett Show."

It is also known that many of the States receiving the TV spots have aired them at various times to reach various audiences. Most stations using the spots have added a "trailer" identifying the local ABE agency or providing specific information on local ABE opportunities. States have been requested to keep the Division of Adult Education Programs, U.S.O.E., informed on how the spot announcements are used and what the results are.

SUMMARY

We think these several follow-up projects have had significant impact and have been of real value to the recipients. While some have had greater impact than others, it is clear from subsequent correspondence that most have furthered significantly an appreciation for the use of television in adult basic education programs.

V. EVALUATION

Summary of Institute Evaluation*

The Evaluation of the Summer Institute consisted of three parts: Objective evaluation, general evaluation, and facility evaluation. The evaluation was in the form of a questionnaire mailed to participants four days after the closing session. Participants were asked to respond anonymously to the questions and to return the questionnaire to the Conferences and Institutes Division at their earliest convenience. Of the 32 people who attended the Institute, there were 16 responses to the evaluation.

This Summary Statement represents an analysis of the raw data tabulation. A copy of the evaluation instrument used to collect most of the data reported herein appears in Appendix L.

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*This part of the Report was written by Miss Janice Peck, Administrative Coordinator of the Project. Date completed: September 1969.

Part I: Objective Evaluation

Respondents were asked to evaluate each of the Institutes' stated objectives on a scale of 0-9. This scale indicated a range of satisfaction with the participant's attainment of the objectives from "not at all" (0) to "satisfactory" (5-6) to "completely" (9).

Of the nine objectives listed, five received ratings of 6-9 would indicate satisfactory to complete satisfaction with the achievement of those goals. The lowest rating of any single objective was (2). However, only three respondents indicated a satisfaction level below (5) on any single objective.

The following is a list of the objectives and their rating:

1. To demonstrate the present value and future promise of instructional television to teachers, teacher-trainers, and administrators in adult basic education.

Responses \ Scale	0	1	2	3	4	5	6	7	8	9
1										
2										
3										
4										X
5										
6										
7							X	X		
8									X	

2. To help participants develop a basic understanding of the equipment, its operation and the complete process of program development.

Responses	Scale									
	0	1	2	3	4	5	6	7	8	9
1										
2										
3										
4										
5									X	
6			X					X		
7										X
8										

3. To examine the ways in which the principles of adult learning can be integrated most effectively in this medium.

Responses	Scale									
	0	1	2	3	4	5	6	7	8	9
1			X		X	X				X
2							X		X	
3										
4										
5										
6										
7										
8								X		

4. To analyze the unique problems of communication inherent in most adult basic education situations and determine the implications such problems have for the methods and materials developed for instruction by television.

Scale

Responses	0	1	2	3	4	5	6	7	8	9
1					X	X				
2										
3							X		X	
4										
5										
6										
7										
8								X		

5. To develop skills and knowledge necessary to produce pilot tapes demonstrating the best thinking of the adult basic education leaders and television personnel attending the Institute.

Scale

Responses	0	1	2	3	4	5	6	7	8	9
1							X			
2										
3								X		
4										
5										
6									X	X
7										
8										

6. To develop plans and methods for implementing Adult Basic Education through numerous applications of the television medium.

Scale

Responses	0	1	2	3	4	5	6	7	8	9
1				X						X
2										
3										
4							X			
5								X	X	
6										
7										
8										

7. To develop a professional appreciation of each others competence and fields of interest (television personnel and adult basic educator).

Scale

Responses	0	1	2	3	4	5	6	7	8	9
1					X					
2										
3										
4										
5										
6										
7									X	
8										X

8. To develop media skills and the ability to think as a team in the implementation of these skills.

Scale

Responses	0	1	2	3	4	5	6	7	8	9
1							X			
2										
3										
4										
5								X	X	X
6										
7										
8										

9. To understand what television realistically can do and what it can't do.

Scale

Responses	0	1	2	3	4	5	6	7	8	9
1										
2										
3							X		X	
4								X		
5										X
6										
7										
8										

Part II: General Evaluation

This section was composed primarily of open-ended questions designed to get a feel for what participants saw as major strengths and weaknesses of the Institute, its personal value for the, and to evaluate special features such as the library and the notebook of readings.

1. In terms of meeting your needs and expectations, how would you rank the Institute as a whole?

   _______Poor __1__Fair __4__Pretty good __11__Very good

2. How helpful was the time spent in learning your counterparts field of work? (ie. ABE learning TV)
   TV learning ABE

   Scale

   0 1 2 3 4 5 6 7 8 9

   Not Helpful Moderate Helpful Very Helpful

Responses	0	1	2	3	4	5	6	7	8	9
1					X			X		
2										
3										
4										
5										
6									X	
7										
8										X

3. Did you feel the concentration on teams was helpful? Why or why not?

   The team approach received overwhelming approval. Participants felt that a kind of cooperative spirit emerged from the constant exchange of skills and ideas. Teams (working in small task groups) were particularly helpful in improving communications among people from different professions who were bringing their skills to bear on the same task together. It was a "chance to hash out marriage problems". The formation of teams according to "regional" groupings meant that state representatives had a great deal in common in terms of the specific problems and issues to which instructional television might address itself.

4. Was the notebook of readings prepared for the Institute worthwhile to you?

15 Yes ______ No ______ don't know 1 haven't read it yet

5. Was the library useful to you?

11 Yes 5 No

6. What was the major strength of the Institute?

The expertise of the faculty seemed to be considered as a major strength of the Institute. The support of the television faculty and staff was particularly strong. In addition, the informal discussion made possible through the use of small task groups in a workshop situation was useful as well as stimulating. The intensive involvement in an actual production - the actual writing of scripts was helpful. One person mentioned the curriculum development sessions of Dr. Quinn and Dr. Boone as being most helpful; another mentioned that the Institute provided him with a realistic appreciation of what TV can do and what it can't do.

7. What was the major weakness of the Institute?

The majority of comments in this area dealt with conference arrangements. Many people felt the stipends were too low; one that the dining facilities were too expensive. Others mentioned the "uncontrolled air-conditioning" and the "lack of planned coffee breaks."

In terms of the content of the Institute, one person felt the ABE participants had difficulty communicating with the TV participants and that more curriculum materials in ABE should have been provided for production. Another felt that there was not enough time to adequately discuss each TV production. One of the ABE participants would have liked to visit the ABE centers and another felt that there should have been more faculty attention to the task groups during script writing and production.

8. What were the two most important things you learned from the Institute?

    These included the following:

    1. Teaching methods for ABE students.
    2. Available ABE materials.
    3. Conducting an educational TV program.
    4. Writing scripts.
    5. Limitations and possibilities, and applications of television in ABE.
    6. Ability to communicate professionally with those from a different field.
    7. Knowledge of resources available to us in our own State.
    8. Production of support material.
    9. Understanding technical aspects of television (equipment, etc.)
    10. Process of program development.
    11. Creativity in television production.
    12. Importance of critical thinking and the developing of alternative ways of approaching a problem.
    13. That teaching adults is quite different from teaching adolescents.

9. What changes would you make in the program if it were conducted again?

    These included the following:

    1. Make it a 4 or 5 weeks Institute.
    2. Allow more time for informal discussion.
    3. Use different people for critique and evaluation session of first production of pilot tapes.

4. More time for rehearsal.
5. Have Institute in a less expensive place.
6. More hospitality.
7. More curriculum specialists to work with teams.
8. More production time.
9. Give graduate or undergraduate credit.
10. Allow more time to critique production.
11. Less small group work.
12. More time to develop scripts.
13. Re-group from time to time so that one has an opportunity to be in several different teams.
14. TV faculty should learn about ABE in a fashion similar to the experiences of the TV participants who did this.
15. Enforce attendance.
16. Have Faculty live at Conference Center
17. Had TV studio sessions on Saturday.
18. Provide field trips for ABE participants to ABE centers.

10. Considering the Institute in its entirety, do you feel it had a practical value for you in your job back-home? If yes, how?

Responses included the following:

1. Provided a deeper understanding of the problems of the instructor, of the learner and of the ABE terminology as well.
2. Institute learnings will serve as guidelines for actual projects.
3. In communicating with TV personnel.

4. Provided ideas for teacher-training films

5. Helpful in determining the kinds of programming we will do.

6. Application Institute learnings to actual TV production at home.

7. In communicating with ABE personnel.

8. The Institute is supportative evidence for what can be done. It is a basis for discussions with State Directors and the State Superintendent.

11. Please read all of the following comments. Then circle the letter preceding all those that state how you feel about the Institute as a whole?

Responses		
1	a.	Exactly what I wanted.
10	b.	One of the most rewarding experiences I ever had.
12	c.	Provided me with the kind of experience I can apply to my own situation.
2	d.	It was neither very good nor very poor.
0	e.	It was too general.
0	f.	It was too superficial.
2	g.	It was poorly handled.
0	h.	It was a waste of time.

12. What is the one thing you would like to tell the staff of the Institute?

The following is a representative sampling of responses:

... Thank the whole faculty for being so nice and helpfu.
... Job well done
... TV staff couldn't have been nicer or more cooperative.
... You have conducted a very well organized Institute.
... Supply coffee to participants.
... Needed more time to develop programs.
... Avoid expensive mandatory meals.
... Excellent, dedicated, sincere, hard-working, knowledgeable and patient.

PART III: Facility Evaluation

Please evaluate the following aspects of the University facilities and indicate your opinion of them by checking the appropriate box.

	Very Good	Good	Fair	Poor
Center of Adult Education				
1. Meeting rooms	6	9	1	1
2. Dining facilities	2	7	5	1
3. Meals	0	4	9	1
4. Lounging facilities	7	8	1	2
5. Lodging	6	8	0	1
6. Other	0	3	0	0
Fine Arts Building				
1. Television studios and equipment	10	6	0	0
2. Production supports	11	5	0	0
3. Other	2	1	0	0

Recommendations for Future ABE-TV Institutes*

1. A four week Institute would allow more time for each phase of the program, especially script writing, rehearsals, production, and critique.
2. Notebook of Readings
   - A. Fifteen participants rated the notebook of readings as worthwhile. It should be used in future Institutes as supplementary material and faculty hired to teach specific ontent areas (such as adult as a learner, etc.) should be asked to submit material for the notebook which is directly relevant to what they plan to teach.

---

* Portions of this section of the Report were written by Miss Peck.

B. Mail notebooks to participants in advance of Institute.

3. Library

   A. It should be used again.

   B. Expand it to include more current ABE materials. Demonstrations of new materials (particularly in curriculum development) should be available.

   C. The library should be developed in closer consultation with an experienced television faculty member.

4. Allow more time for curriculum development for both ABE and TV teams.

5. Spend time on team-building for the Institute staff. This should also work on clear role and responsibility definitions.

6. The Planning Committee was an invaluable asset and would provide even greater guidance.

7. You might consider giving people an opportunity to self-select new teams for a second go-around (if that format is used). This will help participants test their skills (particularly in membership and communication) with a new group of people.

8. As many of the faculty as possible should meet in advance of the Institute to share what they intend to do with participants.

9. The Faculty Guide should be used again. It's a good method of acquainting faculty with a project.

10. More sample curriculum materials should be available for use by the participants.

11. The television staff might find it useful to spend a day learning about the undereducated adult and some of the things that ABE is all about and vice versa.

12. More emphasis should be placed on teams in improving the interpersonal competency of each member. This might take the form of a one or two day intensive experience with a qualified trainer to work on this issue.

13. Clearly, with a project of this size, more than one person should have major responsibility for its implementation. Categories of responsibility could be divided as follows:

    1. proposal writing
    2. library
    3. films

4. demonstrations
5. notebook
6. program content and design
7. general administration

Any one of these areas could have a single individual assigned to it. Or, a consultant could be hired to do a specific thing, such as to develop a notebook.

14. The Institute should be listed in adult education magazines and will publicized in newspapers.

Recommendations Regarding Follow-up Activities

The potential number of follow-up activities were enormous,not only the somewhat ideal plans developed by stat teams during the Institute, but also as actually proposed following the Institute. The major limiting factors were, of course, funds and time to implement and monitor the projects suggested. From the experience of the follow-up activities, and considering those which seemed to be most productive, the following recommendations are made:

(1) that U.S.O.E. consider funding regional consortiums to undertake development of instructional programs in the various subject matters used in ABE programs;

(2) that states oı group of states hold more mini-institutes with ABE and TV personnel to work on local programming;

(3) that U.S.O.E. encourage states to do more radio-TV promotion of ABE programs. This should include information on how to prepare materials, approach stations, etc.;

(4) that U.S.O.E. develop additional promotional spots for use by states or regions such as the "Right to Read" spot developed under this contract;

(5) that U.S.O.E. consider encouraging the development of Institutes linking other kinds of professionals with ABE personnel to form teams. Such grouping might include audio-visual specialists with ABE personnel, public relations specialists with ABE personnel, and so forth.

It was our experience in the Institute that some states had extremely competent, imaginative people who were able to move ahead when they returned to their state; other similar people were completely stymied when they returned because State Directors or other supervisors were not at all interested in the potential of television or other media for ABE. Some of this attitude on the part of State Directors is reflected in the small number of additional orders received for the "Right to Read" television spot. This experience therefore leads to another recommendation:

(6) that U.S.O.E. consider strongly encouraging State Directors to utilize all appropriate media, including television, in the adult basic education effort. Such an encouragement should be in the areas of promoting ABE, motivating and recruiting students, instructing students, and orienting and instructing teachers.

These recommendations are submitted in the belief that they could strengthen the nationwide ABE program.

APPENDIX A

Planning Materials

THE UNIVERSITY OF MARYLAND

UNIVERSITY COLLEGE
CONFERENCES AND INSTITUTES DIVISION

November 7, 1968

Letter to State Directors of Adult Basic Education

Mrs. Thelma Cornish
Supervisor of Adult Basic Education
State Department of Education
600 Wyndhurst Avenue
Baltimore, Maryland 21210

Dear Thelma:

The Conferences and Institutes Division of the University of Maryland is planning to conduct a three-week Summer Institute on Television and Adult Basic Education on July 6-25, 1969. As you probably remember, the stimulus for such an Institute came out of the recommendations of the State Directors of Region III at the February 29-March 1, 1968 meeting in Charlottesville, Virginia. The Institute would seek to impart a fundamental understanding to adult basic educators and television production personnel in the knowledge and skills necessary to develop and produce educational television programs for illiterate and functionally illiterate adults.

Miss Jan Peck of our staff will be the Administrative Coordinator for the Institute and I will function as Project Director. To assist us in the development of the Institute, will you kindly respond to the questions on the enclosed form and return it to us at your convenience?

We invite any additional suggestions or thoughts you may have about the Institute. Please feel free to contact either Miss Peck or myself at any time. We will be in touch with you shortly when our plans for the Institute take on a more concrete form.

Thank you for your helpfulness.

Sincerely,

Donald A. Deppe
Director

DAD/cc

Enclosure

CENTER OF ADULT EDUCATION, COLLEGE PARK, MARYLAND 20742
TELEPHONE: (AREA CODE 301) 454-2322

PROSPECTUS

Summer Institute on Television and Adult Basic Education

at

The University of Maryland
July 6 - 25, 1969

The three-week Summer Institute on Television and Adult Basic Education will be conducted from July 6 to 25, 1969. The Institute will seek to provide a fundamental understanding for adult basic educators and television production personnel in the knowledge and skills necessary for the development and production of effective educational television programs to assist in the staggering task of educating thousands of disadvantaged adults in the basic skills of reading, writing, computation, and citizenship. A portion of the Institute will be devoted to teaching the television production personnel about the history, nature, and problems of adult basic education, while at the same time the adult basic educators will receive instruction in television script writing and production. The balance of the Institute will be devoted to the writing of scripts and the production of video-taped television programs (based on the scripts) by teams composed of both adult basic educators and television production personnel.

The Institute will be held at the University of Maryland's residential Center of Adult Education in College Park, Maryland. It will be conducted jointly by three units of the University of Maryland: (1) the faculty and television studios of the Radio and Television Division of the Speech and Dramatic Arts Department; (2) faculty and facilities of the Educational Technology Center, College of Education; and (3) staff of the Conferences and Institutes Division at University College.

Questionnaire: November 8, 19[illegible]

Summer Institute on Television and

Adult Basic Education

at

The University of Maryland
July 6 - 25, 1969

1. Do you have an educational television network in your state? If so, under what auspices is it sponsored?

2. Is a public broadcasting network (educational television) currently being planned in your state? If so, who is responsible for it?

3. Is there a person with assigned responsibility in educational television in your State Department of Education? If so, who is he and how may he be reached?

4. Have there been any experiences in your state on developing and/or using Television as an instructional tool in programs of Adult Basic Education? If so, describe briefly or tell us where to gain further information about such experiments.

5. We are recommending that each state send to the Institute two adult basic educators and two people possessing or being prepared for responsibilities in writing, directing or producing programs of educational television within the state. At this point, are you able to tentatively recommend and list (names and addresses) 4 people to attend? What are their current positions?

6. Considering the needs of your particular state, what would you specifically like to see happen at the Institute?

7. Do you have any suggestions or recommendations concerning the Institute? They will be helpful to us as we develop it.

NOTE: Please return this questionnaire in the enclosed self-addressed envelope to Donald A. Deppe at your earliest convenience.

Returned by: ______________________

State: ______________________

Date: ______________________

ABE-TV PLANNING MEETING

May 8-9, 1969

Dr. Thomas J. Aylward
Project Co-Director and Professor
Division of Radio-Television
Department of Speech and Dramatic Arts
University of Maryland
College Park, Maryland 20742

Dr. John H. Buskey
Project Director and Director
Conferences and Institutes Division
University of Maryland
College Park, Maryland 20742

Mr. Ted Cook
Assistant Director
Division of Adult Education
State Department of Education
Frankfort, Kentucky 40601

Mr. George Hall
Associate Director
National Association of Educational
Broadcasters
1346 Connecticut Avenue
Washington, D. C. 20036

Mr. Frank B. Lawrence
Assistant to the Assistant
Superintendent
Department of Vocational Education
Presidential Building
Suite 1001
415 12th Street, N.W.
Washington, D. C. 20004

Mr. John Maitland
Supervisor, Division of
Instructional Television
Maryland State Department of Education
600 Wyndhurst Avenue
Baltimore, Maryland 21210

Mr. Warren S. Park
Director
Programming and Operations
Maryland Center for Public
Broadcasting
1101 St. Paul Street
Baltimore, Maryland 21202

Miss Jan Peck
Project Coordinator
Conferences and Institutes Division
University of Maryland
College Park, Maryland 20742

Mr. Carl S. Schramm
Assistant Professor of Education
University of Maryland
College Park, Maryland 20742

Dr. Emily Quinn
Professor of Adult Education
North Carolina State University
Raleigh, North Carolina 27607

APPENDIX B

Participants and Faculty

1969 Institute on Instructional Television and Adult Basic Education

List of Participants

Alabama

Mrs. Malissa J. Burton (ABE)
High School Equivalency Program
Tuskegee Institute, Alabama 36088

Mr. Leon Lamax Hornsby (ABE)
State Department of Education
Montgomery, Alabama 36104

Delaware

Mr. Keith F. Bentham (ABE)
Delaware State Hospital
New Castle, Delaware

Mr. James Cordrey (TV)
Delaware Educational TV Network
630 State College Road
Dover, Delaware 19901

Mr. William G. Dix (ABE)
State Department of Public Instruction
Box 897
Dover, Delaware

Miss Susan R. Houston (TV)
Delaware Educational Television Network
P. O. Box 898
Dover, Delaware 19901

District of Columbia

Mrs. Hattie H. Davis (ABE)
D. C. Educational Resources Center
Presidential Building
415 - 12th Street, N.W.
Washington, D. C.

Mr. Frank B. Lawrence (ABE)
Adult Basic Education
D. C. Public Schools
415 - 12th Street, N.W.
Washington, D. C.

Florida

Mrs. Jeanne D. Brock (ABE)
State Department of Education
Adult Education Section
Tallahassee, Florida

Mr. N. E. Fenn (ABE)
State Department of Education
Tallahassee, Florida

Mr. Lowell E. Ledford (TV)
State Department of Education, ETV&R
100 Avant Building
Tallahassee, Florida 32304

Kentucky

Mr. Charles Anderson (TV)
Western Kentucky
Division of Radio-Television Services
Bowling Green, Kentucky

Mr. William Goldwair, Jr. (ABE)
Louisville Board of Education
5th Hill Street
Louisville, Kentucky

Mr. Robert Pike (ABE)
Division of Adult Education
209 St. Clair Street
Frankfort, Kentucky

Mrs. Marilyn Kay Zimmerman (TV)
Kentucky Authority for Educational TV
600 Cooper Drive
Lexington, Kentucky 40502

Maryland

Mr. Peter J. Chant (TV)
Maryland State Department of Education
600 Wyndhurst Avenue
Baltimore, Maryland 21210

Maryland (continued)

Mrs. Thelma Cornish (ABE)
Maryland State Department of Education
600 Wyndhurst Avenue
Baltimore, Maryland 21210

Mr. Stephen N. McCullough (TV)
Maryland Center for Public Broadcasting
Owings Mills, Maryland 21117

Mr. Wellington Ross (ABE)
Maryland State Department of Education
600 Wyndhurst Avenue
Baltimore, Maryland 21210

North Carolina

Mr. Kenneth Cherry (ABE)
Central Piedmont Community College
P. O. 4009
Charlotte-MacKlenburg Board of
Education
Charlotte, North Carolina 28214

Mr. George Sheehan (TV)
NCSU TV Center
Raleigh, North Carolina

Pennsylvania

Mrs. Phyllis Harris (ABE)
Harrisburg School District
Harrisburg, Pennsylvania

Puerto Rico

Mr. Jose Luis Duchesne (TV)
Radio & Television Service
Box 909
Hato Rey, Puerto Rico 00919

Mr. Carlos Samalot-Machado (TV)
WIPR - TV
Hato Rey, Puerto Rico 00919

Puerto Rico (continued)

Mrs. Gladys Rivera (ABE)
Department of Instruction
Urban Industrial Tres Monjitas
Hato Rey, Puerto Rico 00919

Mrs. Dalila Ramos Wilson (ABE)
Department of Education (AVE Program)
Urban Industrial Tres Monjitas
Calle Teniente Cesar Gonzalez
Esq. Calaf
Hato Rey, Puerto Rico 00919

South Carolina

Mr. Robert Elton (TV)
South Carolina ETV
2712 Millwood Avenue
Columbia, South Carolina 29205

Tennessee

Mr. Billy Glover (ABE)
Supr. of Instruction (Adult Education)
B-9 Capitol Towers
Nashville, Tennessee 37219

Mr. Walter R. Harbison (ABE)
Adult Education Department
Knox County Board of Education
400 West Hill Avenue
Knoxville, Tennessee 37901

Virgin Islands

Mrs. Annie Callwood (ABE)
Department of Education
St. Thomas, Virgin Islands 00801

West Virginia

Mr. James R. Kee, Area Supervisor (ABE)
Adult Basic Education
Box 248
New Martinsville, West Virginia 26155

Mr.J. Richard Malcolm, Area Supervisor (
Adult Basic Education
Wayne Co. Board of Education
Wayne, West Virginia 25570

FACULTY

1969 SUMMER INSTITUTE

Project Director

Dr. John H. Buskey, Director
Conferences and Institutes Division
University College
University of Maryland
College Park, Maryland

Project Co-Director

Dr. Thomas J. Aylward
Professor
Division of Radio-Television
Department of Speech & Dramatic Art
College of Arts and Sciences
University of Maryland
College Park, Maryland

Project Administrative Coordinators

Miss Janice R. Peck, Conference Coordinator
Conferences and Institutes Division
University College
University of Maryland
College Park, Maryland

Mr. James P. Baker, Conference Coordinator
Conferences and Institutes Division
University College
University of Maryland
College Park, Maryland

ABE Faculty

Dr. Emily Quinn
Professor of Adult Education
North Caroline State University
Raleigh, North Carolina

Dr. Edgar Boone
Professor of Adult Education
North Carolina State University
Raleigh, North Carolina

ABE Faculty (continued)

Dr. Leonard Nadler
Associate Professor of
Adult Education
George Washington University
Washington, D. C.

Dr. Andress Taylor
Assistant Dean, Continuing
Education
Federal City College
Washington, D. C.

Mrs. Naomi Baurenfeind
Specialist in Adult Education
Baltimore City Public Schools
Adult Education Annex
2116 N. Charles Street
Baltimore, Maryland

Television Faculty

Dr. Donald H. Kirkley
Assistant Professor
Division of Radio-Television
College of Arts & Sciences
University of Maryland
College Park, Maryland

Mr. Robert McCleary
Instructor
Division of Radio-Television
College of Arts & Sciences
University of Maryland
College Park, Maryland

1969 SUMMER INSTITUTE FACULTY (continued)

Television Production Evaluators

Mr. Warren Park, Director
Division of Programming & Operations
Maryland Center for Public Broadcasting
(WMPB-Ch. 67)
Owings Mills, Maryland

Dr. Edmonia Davidson
Professor of Adult Education
Howard University
Washington, D. C.

Dr. Jack Hunter
Program Director, WETA
2600 4th Street, N.W.
Washington, D. C.

APPENDIX C

Television Teams and Productions

PRODUCTION TEAMS

Team I. Kentucky, Tennesse

Mr. Charles Anderson
Mrs. Marilyn Kay Zimmerman
Mr. Robert Pike
Mr. William Goldwair, Jr.
Mr. Walter R. Harbison
Mr. Billy Clover

Team II. Delaware, Pennsylvania

Mr. Keith F. Bentham
Mr. William G. Dix
Miss Susan R. Houston
Mr. James Cordrey
Phyllis Harris

Team III. Florida, Alabama, South Carolina

Mr. Lowell E. Ledford
Mrs. Jeanne D. Brock
Mr. N. E. Fenn
Mr. Leon Lamax Hornsby
Mrs. Malissa J. Burton
Mr. Robert Elton

Team IV. Maryland, District of Columbia

Mr. Peter J. Chant
Mr. Stephen N. McCullough
Mr. Wellington Ross
Mrs. Thelma Cornish
Mrs. Hattie H. Davis
Mr. Frank B. Lawrence

Team V. Puerto Rico, Virgin Islands

Mr. Jose Luis Duchesne
Mr. Carlos Samalot Machado
Mrs. Gladys Rivera
Mrs. Dalila Ramos Wilson
Mrs. Annie Callwood

Team VI. North Carolina, West Virginia

Mr. George Sheehan
Mr. Kenneth Cherry
Mr. James R. Kee
Mr. Richard Malcolm

TELEVISION - ADULT BASIC EDUCATION

PROGRAM PROJECTS

These programs were produced during the Institute on Instructional Television and Adult Basic Education at the University of Maryland, July 1969.

The programs illustrate possible applications of television technology in meeting the needs of adult basic education. Samples of television programs in teacher training, student motivation, direct teaching, community awareness and student recruitment are included.

The program ideas, script preparation, shooting of filmed inserts, staging, lighting, rehearsal and final video recording were accomplished by six teams of institute participants in a three day period.

The programs are not professional in production quality. They do demonstrate the practical application of student learning experiences provided during the institute.

Programs were recorded in the television studios of the University of Maryland.

November 1969

Television Programs
Produced in 1969 Summer Institute
(Listed in order of appearance on Video tapes)

	Program (Time)/Purpose	Production Team
1.	"Farmer" (60 secs) Promotion	I
2.	"Miner" (60 secs) Promotion	I
3.	"Gambler" (60 secs) Promotion	I
4.	"Teacher Training and Philosophy" (15 mins) Teacher Training	I
5.	"English for Migrants" (20 mins) Instructional	V
6.	"Hands Only" (4.5mins) Instructional	IV
7.	"It Takes Time" (60 secs) Promotional	IV
8.	"Mazy and Gladys" (60 secs) Promotional	VI
9.	"Modern Math" (15 mins) Instructional	VI
10.	"The Alphabet" (5 mins) Instructional	II
11.	"Payroll Deductions" (10 mins) Public Information	II
12.	"Second Chance" (9 mins) Teacher Training/Motivational	III
13.	"ABE Laugh-In" (4 mins) Instructional	I

Television Programs (continued)
1969 Summer Institute

	Program (Time/Purpose	Production Team
14.	"Signs to Live By" (4 mins) Instructional	II
15.	"Do You Know Your ABC's?" (10 mins) Instructional	III
16.	"Vocabulary Development" (5 mins) Instructional	IV
17.	"Time Zones in America" (6 mins) Instructional	V
18.	"Fractions" (5 mins) Instructional	VI

University of Maryland
1969 Summer Institute on Instructional Television and
Adult Basic Education

SUMMARY OF TEAM PROPOSALS

Group I: Kentucky-Tennessee

I. TASK FORCE MEETING

A. To be held at Kentucky Dam Village, Paducah, Kentucky.

1. 11 members
    1. 6 members from Kentucky
    2. 4 members from Tennessee
    3. Dr. Emily Quinn for consultant purposes

B. Purpose of Task:

1. To organize and outline effective programs in teacher-training and training of the Para-professional in ABE.

2. This meeting is to design a television approach to the training of ABE teachers and the para-professional.

C. Total cost for task force meeting.

Rooms and food	$550.00
Travel	370.00
	$920.00

1. The above cost does not include room and board or travel for consultant.

D. All findings for the Task Force will be published for the Office of Education or anyone that has need of such.

Group II: Delaware and Pennsylvania

I. Plan conference to be held in Delaware, in the near future, with the following areas represented: Assistant Superintendent of Instructional Services, Director of Educational TV, State Director of Adult Instruction, and Delaware Task Force. The purposes of the meeting would be

(a) to preview and review series completed to date; and

(b) to identify all phases of instruction which might coordinate TV with ABE.

II. Meeting of internal task force of TV-ABE personnel to develop scripts for program series. These in turn would be submitted to University of Maryland for evaluation. Following this, we would invite a consultant from Maryland to serve in an advisory capacity while scripts are being taped at Delaware ETV.

III. Make available a bibliography of all presently developed series of ETV programs based on adult education. These should include programs developed at other institutes, as well as at our own.

IV. Keep lines of communication between teams and states posted on developments, information, objectives, and synopsis of coordinated programs of TV-ABE.

Group III: Alabama, Florida, South Carolina

It was suggested that the six states in region four get together for a follow-through meeting to formulate a series of programs for teacher-training that will be beneficial to all of the states:

(a) Each State would be represented by at least one person from ABE and one from TV. Additionally, the Institute staff and consultants would be invited to participate.

(b) The proposed meeting could be held in Atlanta in October. It is hoped that the Institute will finance the developmental meeting.

(c) Teacher-training content will include scripts and visuals.

(d) It is recommended that after plans have been formed, funds be secured from Region IV to produce the series. The Regional Office will also be responsible for awarding the production contract.

(e) The "Task Force" hopes to explore the possibility of using programmed instructional television.

Group IV: Maryland and District of Columbia

I. Continue to work as a team because of proximity and similarity in urban problems. To create materials in these areas (recruitment, public information, teacher education). Test tapes with students. University of Maryland be used as (a) consultants and (b) funds.

II. State Institute or conference similar to the one held here the past three weeks (University of Maryland as consultants.)

Group V: Puerto Rico and Virgin Islands

1. In fighting illiteracy
2. In teaching English as a second language
3. In distributive education
4. In civic education
   a. As consultants
   b. Facilities for the production of TV programs or producing some short films to be used either in classrooms or teacher-training.
5. In helping us in revising a sample of our series - Let's Read, Friends.
6. Participating in a two or three day seminar on public television.
7. Acting as consultants in the promotion and publicity for new projects to be developed.

Group VI: West Virginia and North Carolina

I. Tom Aylward and John Buskey attended a meeting at Cedar Lakes, Ripley, West Virginia, November 20-21, to present the programs produced in the Institute to all regional ABE supervisors in West Virginia and TV specialists from Marshall and West Virginia Universities. These two institutions are both newly on the air.

II. Make available still shots of the Institute. These pictures taken by Larry "Sideburns" will show all of the participants in action - operation cameras, making graphics, movies, lights and scenery, etc. (This is under way.)

III. Selected programs made at the Institute on recruitment, promotion of ABE, adult learning laboratories, and instructional classroom materials should be discussed by the West Virginia group of ABE area supervisors for their ideas of future utilization of the TV facilities of the University of Maryland.

IV. Group VI recommends further state meetings of this type to be held in each state represented at our Institute.

V. Group further recommends that a task force be formed made up of members of this Institute to include one ABE and one TV specialist from each state for a 3 to 5 day meeting at the University of Maryland (for evaluation, to suggest specific recommendations, and to produce additional programs for use in ABE:
   (1) teacher-training,
   (2) recruitment,
   (3) teaching units on family life and consumer education, and
   (4) units of teaching content skills in communication, computation).

This task force should meet at least 3 or 4 times suggested as Oct. 15, December 10, February 15, April 15. This task force can be supplemented by other members of the Institute and can be alternated so all can continue to participate in furthering educational TV for Adult Basic Education.

VI. Group VI further recommends that at least one or more TV cartridge tape playing facilities on an experimental basis be located in an existing adult learning center to test the efficiency and reliability of programs produced for ABE-TV and to observe and evaluate differences in learning when utilizing this form of instruction. The University of Maryland should coordinate the making of these tapes by the local ETV systems. Further evaluation should be made by the University of Maryland ETV Workshop task force committee.

APPENDIX D

Institute Schedule

INSTITUTE SCHEDULE: 1969 INSTITUTE ON INSTRUCTIONAL TELEVISION AND ADULT BASIC EDUCATION Week I: July 6-12, 1969

Sunday, July 6	Monday, July 7	Tuesday, July 8		Wednesday, July 9		Thursday, July 10		Friday, July 11	
	8:30	TV*	ABE**	TV	ABE	TV	ABE	TV	ABE
Registration 5:00-7:00 p.m.	Institute Overview Objectives Developing a Way of Learning and Working Together 12:00	Field trips to District of Columbia ABE Classes	Television Production Overview Steps in Program Planning	Adult Teaching-Learning Processes	Television Production 1.scenery 2.lighting 3.control	Field Trips to Baltimore City ABE Classes	Video Tape Demonstration 1.Quadruplex 2.helical scan Work Session in Production of Scripts	Practicum in Curriculum Development	Work Session on the Production of Scripts
	12:00-1:30 p.m. Lunch								
	(Lunch - Constellation Room) Becoming Acquainted with ABE and TV Pre-view of Current ABE films Identifying Specific Tasks 5:00	Culture of the Educationally Disadvantaged Educationally Disadvantaged Adult as a Learner	Work Session in the Production of Short and Simple TV Scripts	Curriculum Development	Graphic Aid Production and Design for TV Script Preparation for Television	Field Trips	Film for Television 1. 16mm 2. 8mm Work Session in the Production of Scripts	Practicum (cont'd)	Work Session on the Production of Scripts
	6:00-7:00 p.m. Dinner								
Orientation Becoming Acquainted with Staff and Participants				Work Session in Curriculum Development	Individual Prepare Simple TV Script for Production	Total Group Where are we?			

*Experiences for television participants. **Experiences for adult basic education participants.

INSTITUTE SCHEDULE: 1969 INSTITUTE ON INSTRUCTIONAL TELEVISION AND ADULT BASIC EDUCATION Week II: July 13-19, 1969

Monday, July 14	Tuesday, July 15	Wednesday, July 16	Thursday, July 17	Friday, July 18
8:30 Team Assignments Production Time-table and Faculty Assignment Designation of Production Support 12:00	Deadline for Production Support (pictures, slides, film, graphics)	Script Re-write Final Staging Requirements Indicated	Production Rehearsals	Production of Scripts by Teams 1, 2, and 3 Preview of Productions 1, 2, and 3
12:30-1:30 Lunch				
Program and Script Development 5:00	Script Presentation for Criticism and Analysis	Graphic and Production Acquisition Script Reproduction	Production Rehearsals	Production of Scripts by Teams 4, 5, and 6 Preview of Productions 4, 5, and 6
6:00-7:00 p.m. Dinner				
Script Development 9:15	Script Re-Write	(continued)	Production Rehearsals	

INSTITUTE SCHEDULE: 1969 INSTITUTE ON INSTRUCTIONAL TELEVISION AND ADULT BASIC EDUCATION Week III: July 20-25,1969

Monday, July 21	Tuesday, July 22	Wednesday, July 23	Thursday, July 24	Friday, July 25
8:30 Review and Evaluation of Productions of Teams 1, 2, and 3 12:00	General Meeting for Group Assignments. Prepare Scripts	Acquisition of Graphic and Support Material for Productions	Review and Evaluate July 23 Productions	Teams Share Goals and Plans for Implementation with each other Closing Ceremony and Presentation of Certificates
12:30-1:30 Lunch				Luncheon
Review and Evaluation of Productions of Teams 4, 5, and 6 5:00	Field Trip to Maryland Center for Public Broadcasting (WMPB-Ch. 67)	Production of Scripts. Studio 40: Groups I, III, V Studio 44: Groups II,IV, VI	Teams Develop Specific Plans for Back-home Application	Adjourn
6:00-7:00 p.m. Dinner				
Write New Scripts 9:15	Complete Scripts	Previews or Free Time		

APPENDIX E

Published Reports

ITV: Approach To Basic Adult Education

Director prepares to cue actors, portraying a county agent and farmer in an outdoor insert for an ABE promotional tape.

DR. DONALD H. KIRKLEY

In the past decade, numerous workshops, courses and institutes have been concerned with television in education, some in an attempt to "sell" television to educators and others in an attempt to train teachers in the proper use of television, either as performers or classroom users of the medium. Many institutes and workshops did not succeed because of the general scope of the material covered. Since workshops and institutes are both costly and time-consuming, it should prove valuable to examine one institute that proved successful, because it focused on one specific problem in the use of television in education.

The University of Maryland brought adult basic educators and television experts together for three weeks to examine possible uses of television in only one area—adult basic education. Adult basic education refers to the process of providing people who have not had the benefit of formal education with a basic understanding of reading, writing, arithmetic and citizenship. There are now more than 25 million people in the United States who have less than an eighth-grade education.[1]

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Undereducation

Although the problem of undereducation is not new, the formal approach to adult basic education is a relatively new innovation, since it was not until 1964 that funds were allocated by the Office of Economic Opportunity for a basic education program to be administered by the U.S. Office of Education. In 1966 the Adult Basic Education (ABE) program was made part of the Elementary and Secondary Education Act, where it was formally titled the Adult Education Act of 1966.[2] On the federal level, the ABE program is administered through the U.S. Office of Education, which has established a national chief and regional offices. The national Adult Basic Education Branch has two sections, one which handles state-submitted plans and the other which handles data about basic education.

The University of Maryland Institute on Instructional Television and Adult Basic Education included ABE specialists—teachers and administrators—and television specialists representing various states. The intent of the institute planners was to bring participants to the university in teams comprised of equal numbers of ABE and television personnel, although in some cases it did not work out because of personnel problems and last-minute commitments. When the institute began on July 6, 1969, there were 32 participants: twenty-one ABE personnel and 11 television specialists.

There were 10 basic objectives for the institute:

To demonstrate the present value and future promise of the concepts of instructional television to teachers, teacher-trainers and administrators in adult basic education.

To help instructors develop a basic understanding of the equipment, its operation and the complete process of program development.

To examine the ways in which the principles of adult learning can be integrated most effectively into television.

To analyze the problems of communication inherent in most adult basic situations and determine the implications such problems have for the methods and materials developed for instruction by television.

To develop skills and knowledge necessary to produce pilot tapes demonstrating the best thinking of adult basic education leaders and television personnel attending the institute.

To develop plans and methods for implementing adult basic education through numerous applications of the television medium.

To provide followup, on-site consultation as requested by educators and tv producer-directors in participating states in order to insure implementation of plans developed during the formal sessions of the institute.

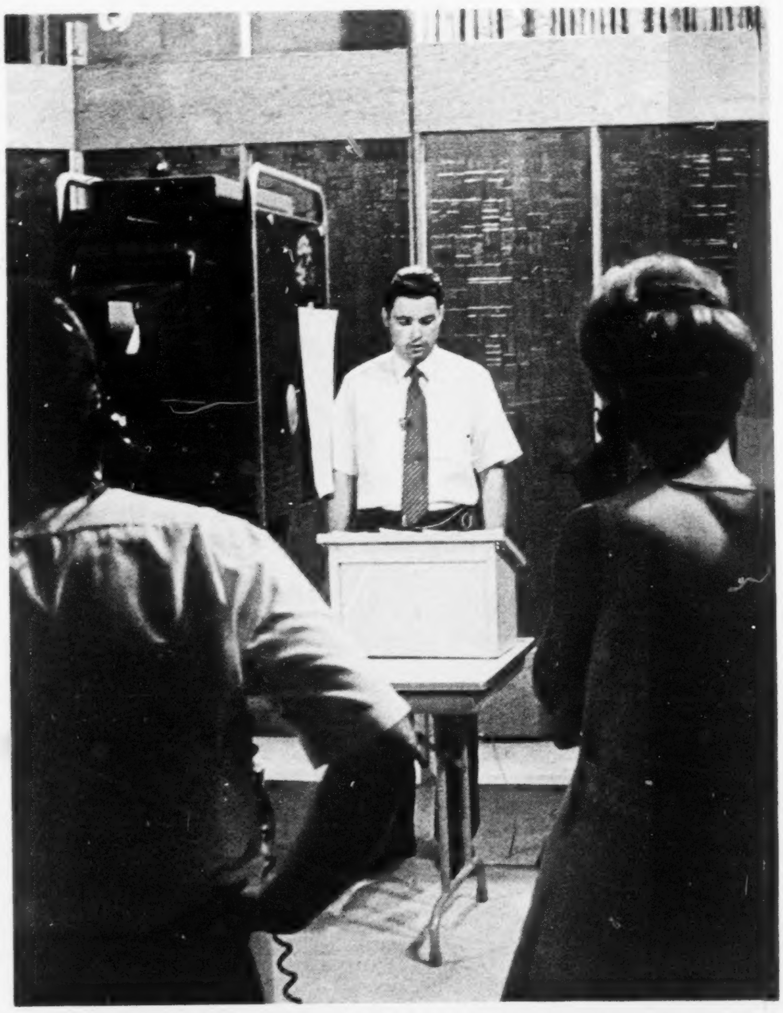
To develop a professional appreciation among members of the institute for the competence and field of interest of *all* members of the group.

To develop media skills and the ability to link as a team in the implementation of these skills.

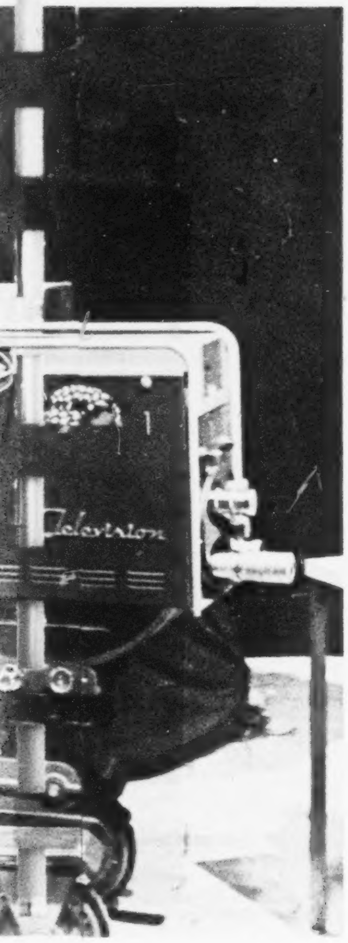
To understand what television can and cannot do.

The first day of the institute was spent with the ABE and television participants learning a little about

Steve McCullough of the Maryland Center for Public Broadcasting adjusts camera as Frank Lawrence of the District of Columbia Adult Basic Education Division looks on. In background is Wellington Ross of Maryland ABE.



Ken Cherry, ABE instructor from North Carolina, presents a lesson in basic set theory.



George Sheehan, WCSU, Charlotte, N.C., adjusts a b m microphone for Maria Alzola (left) and Jan P k, both of the Conferences/Institutes Division, U versity of Maryland, as they prepare to play housewives in need of basic education.

Walter Harbison and Bob Pike, ABE participants, pose as miners for a public service spot.

each other, since prior to their arrival neither group knew much about the problems and considerations of the other. By the end of the first day everyone knew essentially what the institute was trying to accomplish, what the job of the adult basic educator was and a little about what television might do to help. But it was during the first week that the real business of learning took place. ABE personnel has to be given, in four days, a crash course in television. In order to accomplish the formidable task, three members of the radio-television staff at the university organized a four-part teaching-learning process.

Television Production

First, a 45-page booklet dealing with the basics of television production was prepared. The booklet was written simply and contained numerous illustrations so that it could be used as a step-by-step aid in the preparation of simple television programs. Since it was designed for the institute, we were able to concentrate on the equipment, materials and types of productions that the participants would be exposed to. The booklet included a section on the television medium as an instructional tool, its strengths and limitations; a section on the television camera, concentrating on the RCA TK-60's and TK-21's that students would be operating; a section on audio, microphones, tape recorders, turntables, sound effects and cartridge units; plus a section on television graphics, concentrating on slide and title card production; television lighting; the production process, including the duties of each member of the production team and the details of script production; and a glossary of television terminology. The booklet was not intended as a text, so for a broader approach to instructional television each student was provided with a copy of *Teach with Television* by Lawrence F. Costello and George N. Gordon. In addition, a library of educational television and television production texts was assembled at the Center for Adult Education, where the institute participants were staying.

Nine Films

We also used a series of nine films which dealt with various aspects of television production. Six of the films, which were produced in England by *CETO*, dealt with the use of words and labels in television, basic television shots, sound in television, presentation techniques, superimposition, cutting and dissolving. The seventh film was prepared by WGBH, Boston, and provided an overview of the television production process. The last film, *Visual Language*, was a Hollywood-made primer on picture composition. Our technique in using the films was to provide a short introduction, view the film and, when possible, demonstrate a few of the principles covered, relating everything to the particular problems of adult basic education.

Lecture/Demonstration

We used the lecture-demonstration approach where the booklet, films and discussion would not suffice. But due to the long hours involved in the four-day training session, we did not want to spend too much time in straight lecture situations. The areas we found necessary to clarify through lecture-demonstration were camera operation, lighting, graphic preparation, scripting, scenery and the concept of control in television. Special demonstrations were provided for videotape recording and the Polaroid MP-3 slide camera, although the participants were not required to operate this equipment.

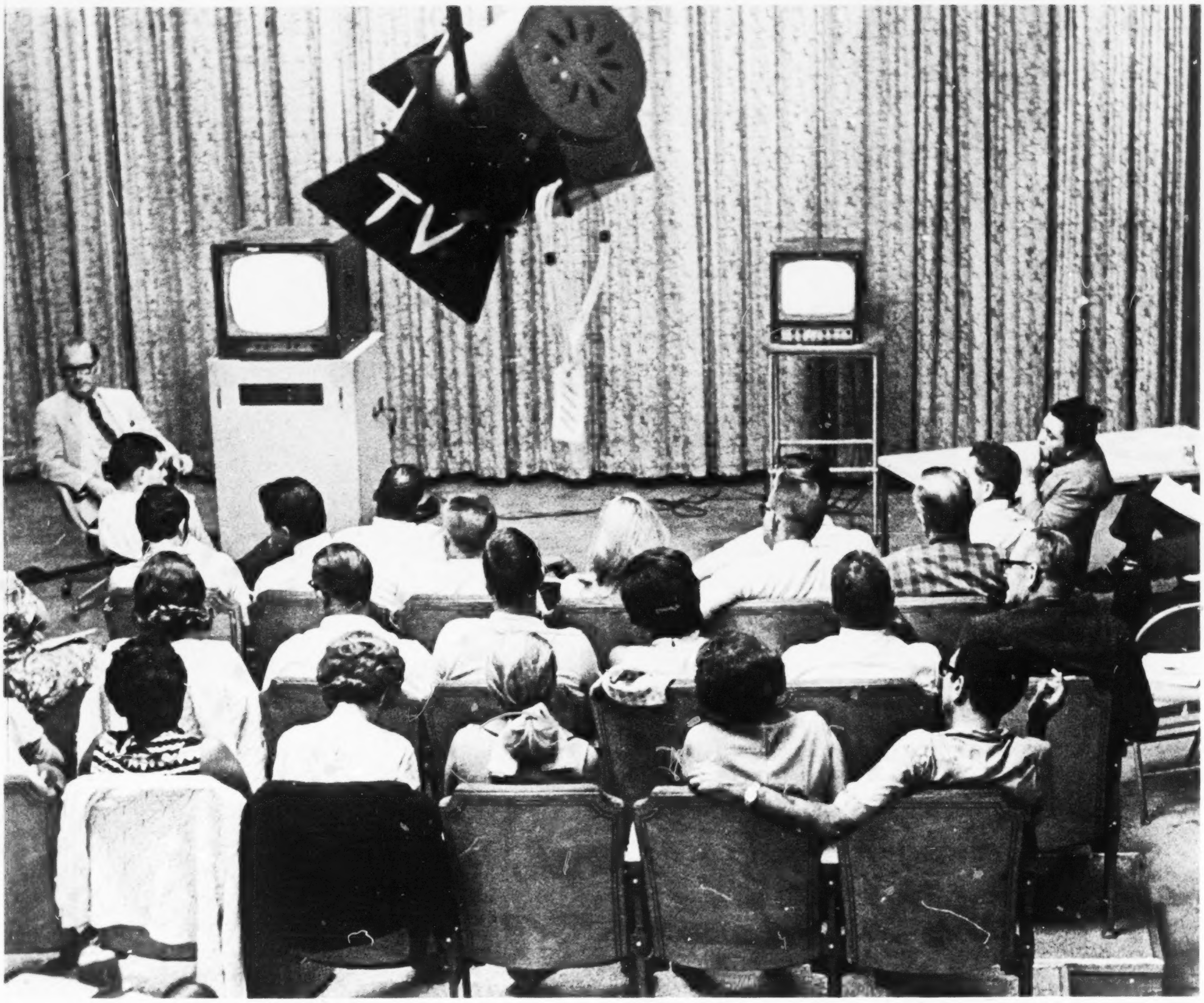
Finally, we involved the educators in handling the studio equipment and in producing simple practice programs. For example, after the lecture-demonstration on the television camera, each participant was given the opportunity to use the camera and to become used to the idea of responding to commands of the director through the headsets. After the film and lecture on lighting, the participants were asked to light simple set areas, and after the lecture on scripting, they practiced writing simple scripts.

Approximately two days were devoted to the production of short programs. During the first day of instruction, students were given short scripts to produce, along with the necessary props and graphics. Members of the group acted as talent, cameramen, audio and floor crews. These simple productions were videotaped and played back immediately. The critique sessions that followed were kept general, in order that newcomers to television would not become frustrated. The last two days were spent taping scripts the ABE group had prepared and reviewing the productions. We found that by the end of the week they were becoming quite sophisticated in analysis of their own work had developed sufficient skill to be able to handle the more difficult programs which would be developed by them in conjunction with members of the institute, who had, during the four-day period, been learning what adult basic education was all about.

We concluded at the close of the first week of the institute that a mixture of lecture, demonstration, hands-on experimentation with equipment, films and discussion, matched with approximately equal amounts of practical exercises succeeded in teaching the fundamentals of television production in a relatively short period of time and in maintaining interest and enthusiasm in television as a medium of instruction.

Indoctrination

Indoctrination for the television specialists attending the institute was carried on somewhat differently. Their four-day training period began with field trips to Baltimore and Washington, where they watched actual ABE classes in session. Then came a series of lectures and discussions on such topics as the culture of the educationally disadvantaged adult, the educationally disadvantaged adult as a learner, the teaching-learning process of the adult and curriculum development. Following the lecture sequence the television personnel made additional field trips to Baltimore and Washington. Whereas the aim of the first field trips was to give the television people a chance to see the educationally disadvantaged adult in a learning situation so that they might better understand the theoretical material, the aim of the second field trip was to observe the ABE learners in a new light, the TV specialists now having acquired a theoretical and cognitive background. The final day of the first week was spent in practice sessions in



Dr. Thomas Aylward, (upper left) codirector of the institute, conducts a critique session as guest critics (upper right) look on.

which the television people actually developed curricula in terms of what they had learned through lecture-discussion, reading and observation.

It was, however, in the second week of the institute that the results of the crash indoctrination program became evident, since it was then that the ABE people and the television people came together with the aim of producing programs as members of the same teams. We broke the institute members into six groups, attempting to group them by region and in all cases being certain to put the television and ABE representatives from states or territories in the same group, in keeping with the objective of encouraging them to approach television utilization as a team. Since there were nearly twice as many ABE personnel as television people, however, it became important to see that at least one qualified television director was placed in each group.

Writing and Rewriting

The groups set about the task of producing their own programs with real enthusiasm. They spent three days collecting materials, writing and rewriting scripts, preparing graphics, shooting support footage with 16mm cameras, cutting audio tapes, developing, mounting 35mm slides and holding conferences. We in the radio-television division of the university acted as production consultants and provided production support. We furnished the motion picture equipment, photographed slides with our Polaroid MP-3 camera system, saw to it that motion picture film was processed and even moved a TK-60 television camera outdoors to record a remote videotape insert.

By Thursday of the second week, everything—with the exception of the usual last-minute changes—was ready for production, but in order to insure the best possible productions, fulldress rehearsals were held that day. By using two studios, we were able to rehearse three groups in one studio while the other three groups rehearsed in the other studio. The only major difference between the two facilities is that one studio is equipped with RCA TK-60 image orthicon cameras while the other is equipped with TK-15 vidicon cameras. The rehearsal proved invaluable,

Dr. Donald Kirkley, University of Maryland, talks with George Sheehan.

particularly because most of the crew consisted of ABE personnel who had no actual production experience outside of the four-day training session. But by the end of the day everyone knew his job, the kinks had been straightened and the six groups were ready for the final productions the next day.

The guidelines presented to the groups had been loose. They had been asked to produce a 20-minute program or several shorter programs. It was agreed that the programs could either be instructional or promotional. Whereas some were anxious to experiment with television as a teaching tool in adult basic education, others wanted to explore its uses as a means of appealing to potential learners.

Production began at 8:30 a.m. Friday, and each group was allotted 90 minutes to produce its programs. Since two studios were in use, these was plenty of time for setting up, lighting and moving props into place. The only snag came when two groups needed to use film or slides at the same time. With only one film and slide chain, one group had to wait until the other was finished before the final taping could take place. Despite this problem, production went according to schedule and the last group finished at 4:00 p.m.

Critic Panel

After a much-needed weekend to recuperate from the hectic pace of production, the group reconvened on Monday morning of the third week to view the results of their efforts. A critic panel had been assembled to view with them and to offer comments. Representing the television viewpoint were Dr. Jack Hunter, program director of station WETA, Washington, D.C. and Warren Park director of programming and operations, Maryland Center for Public Broadcasting. Dr. Edmonia Davidson, professor of adult education, Howard University, represented the ABE point of view.

The productions were varied in approach and in content. They ranged from one-minute public service announcements designed to appeal to coal miners, farmers or ghetto dwellers to lessons in arithmetic, Spanish, and English as a second language. The mixture of talent and backgrounds produced a variety of approaches to production as well. One PSA used film footage taken of a dice game in a Washington ghetto alley to make a point about wasted lives, an occasion which incidentally caused some anxious moments for those filming the sequence. Another PSA, in which a county agent explained the relevance between arithmetic and his farm income, was taped in a "remote" setting. Another program used a grocery store setting—both on film and in a studio set—to explain the pricing and weighing of food items. As in the case of most instructional programs, the emphasis was on relevance in education. The feeling of the ABE personnel was that in order for television—or any teaching medium—to be effective, the relationship between that which is being taught and the purpose for which the information is intended must be made clear.

Successful Effort

Perhaps one of the most successful efforts was a 15-minute film-and-studio presentation designed to examine the motivation of a single adult learner as he stood on the threshold of learning. The production opened by following him down a street, heading toward the adult education center. We listened to his thoughts and fears as he approached the school. (The technique used here was silent 16mm footage with voice over commentary recorded on cartridge tape.) The camera followed him into the school, and we watched as the student entered his assigned classroom, where he was treated as though he were a tardy seven-year-old. As the class continued, it became obvious that the teacher was making no distinction in her teaching methods or tools between adult learners and seven- or eight-year-old children. After a session with the teacher, which brought back all of his childhood feelings about his inadequacy as a pupil and his feelings of frustration and failure, together with the irrelevance of the subject matter and the level of communication, the student left the classroom. On his way out, however, he paused to listen at the doorway of another adult classroom. Inside, the story was altogether different. The teacher addressed the learners as mature men and women. Instead of being treated as a class full of first or second-graders, the learners were handled as individuals, each at his own speed and in terms of his own needs. While one man worked out a problem in arithmetic at the blackboard, others worked on reading or writing. The teacher in this class was a trusted friend who never talked down to students and who guided rather than lectured. The program did not solve the problem, it didn't show the disenchanted student entering the classroom; rather it left him once again on the threshold, trying to make up his own mind. But the message was clear. The adult learner is indeed a special person, with special problems. He wants to learn to read the newspaper that he carries to cover his ignorance. He wants the self-assurance that only education can bring. He wants to be able to move out of his present job limitation. But he has pride and sensitivity and he needs to be treated with respect and care or he will once again become a dropout.

The critics and institute members viewed the programs with interest and appeared to react without restraint to the productions, praising those they thought inventive and wellproduced, offering suggestions to those less successful. The session proved valuable for all concerned, and served as an intellectual springboard into the final productions of the institute.

Final Productions

The original six groups were kept together for the final productions, and since Tuesday afternoon had been set aside for a field trip to the Maryland Center for Public Broadcasting, only Tuesday and Wednesday mornings remained for planning the programs and gathering material. On Wednesday afternoon, all six groups taped their productions. With the benefit of team experience behind them and with the critical reaction to their first projects fresh in their minds, the teams went through the production process with a minimum of confusion and with much clearer ideas of what the medium could do.

Thursday morning had been set aside for the viewing of the final tapes. The greatest lesson learned from these programs was that a great deal can be accomplished in a very short period of time, given the proper incentive and an interested group of people knowledgeable both in television fundamentals and the subject matter to be covered by the medium. Although again the programs ran the gamut from straight instruction to the very unusual, there was a degree of professionalism present in the second undertakings not evident in the first. One production, designed for the southern mountain region used the now-famous *Hee-Haw (Laugh-In)* technique of short commentary and blackouts to teach basic reading. Another used sophisticated matting effects to teach the alphabet. Still another used rear screen projection to teach the time zones of North America.

There seemed little question in anyone's mind that the ABE personnel had learned to think in television terms and to express themselves visually. But perhaps the greatest degree of satisfaction was felt and expressed by the ABE people themselves, who had had the opportunity in three weeks to learn the fundamentals of television and to put these fundamentals to work in their own field. They were so proud of the work that they had done that ABE people from nearly every state and territory requested tapes or film transfers of the projects they had produced. Some even hoped to air the products of their labor on stations in their home states or territories.

Review

Thursday afternoon was devoted to a review of the institute and to some projections as to what might be done in the future to continue the important involvement of television in adult basic education. The ABE people seemed convinced of the valuable role which television could play in their profession, both as a teaching device and as a medium for attracting the uninformed or silent educationally disadvantaged adult. They felt that a series of locally-initiated and conducted ABE-TV workshops would be extremely beneficial in increasing utilization and that consultation services should be made available to both television units and ABE teachers. As for the 11 television people who attended the institute, the results were more subtle. They had known about television production when they arrived and had, in most cases, been involved with the production of many types of instructional materials. For them it was an eye-opening experience in learning about the plight of the disadvantaged adult learner and an opportunity to work closely over an extended period of time with those responsible for reaching him and educating him.

We at the University of Maryland felt that the institute was so successful that we began plans almost immediately for conducting a similar ABE-TV workshop next summer.

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1. Curtis Ulmer, *Teaching the Disadvantaged Adult*, edited by Robert A. Luke (Washington, D.C.: National Association for Public School Adult Education, 1969) p. 4.
2. Ulmer, p. 89.
3. There are a total of 115 *CETO* television training films, available either directly from the Center for Educational Television Overseas at Nuffield Lodge, Regent's Park, London N.W. 1, or from the Great Plains National Television Library, University of Nebraska, Lincoln, Nebraska.

Donald H. Kirkley is Assistant Professor of speech and dramatic art, University of Maryland, College Park.

THE UNIVERSITY OF MARYLAND

presents a

Picture Report

of the

1969 SUMMER INSTITUTE ON INSTRUCTIONAL TELEVISION AND ADULT BASIC EDUCATION

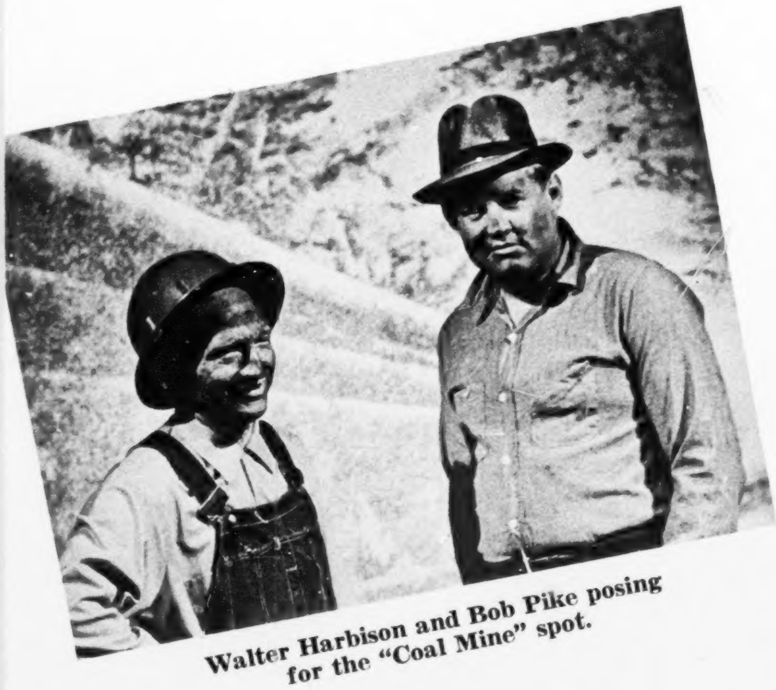
conducted by

THE CONFERENCES AND INSTITUTES DIVISION
UNIVERSITY COLLEGE

and

THE DIVISION OF RADIO AND TELEVISION
DEPARTMENT OF SPEECH AND DRAMATIC ARTS
COLLEGE OF ARTS AND SCIENCES
COLLEGE PARK, MARYLAND

JULY 6-25, 1969



Walter Harbison and Bob Pike posing for the "Coal Mine" spot.

Ken Cherry, Jan Peck, Tom Aylward, Maria Alzola (Project Secretary), and George Sheehan consult on the next scene.

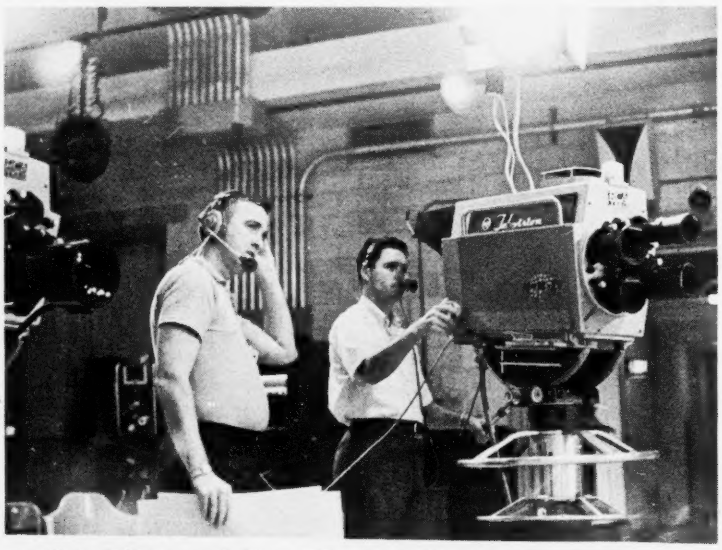
The Institute reported herein was supported by a grant from the U.S. Department of Health, Education, and Welfare, Office of Education.

Filming on location.

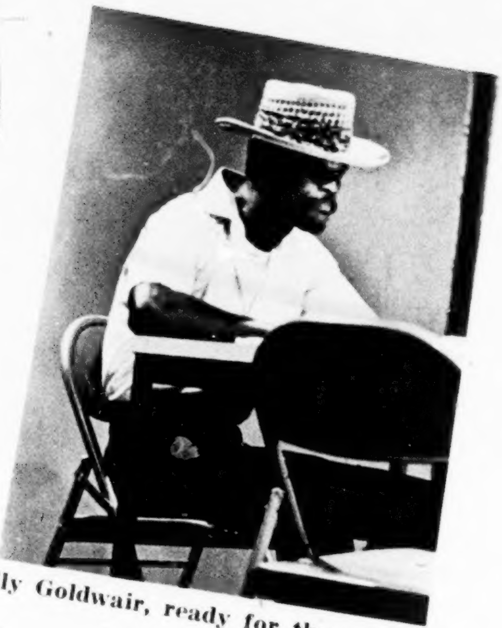
Director at work — Chuck Anderson (center) gives instructions to Billy Goldwair, Mrs. Black (a local ABE instructor), Walter Harbison, and Billy Glover.

That painful process — a critique session!

Keith Bentham and James Cordrey (right) manning the control booth.



Bob Elton and Ken Cherry adjusting the camera.

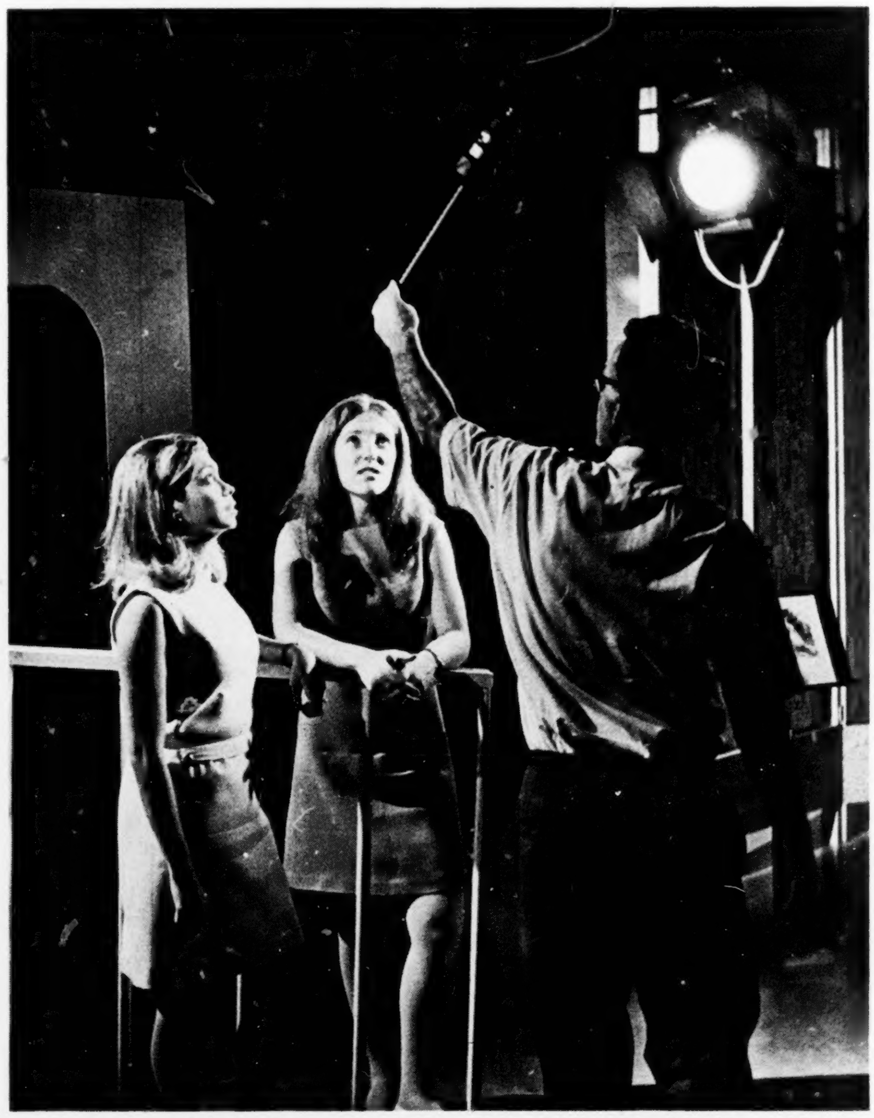


Billy Goldwair, ready for the next take.

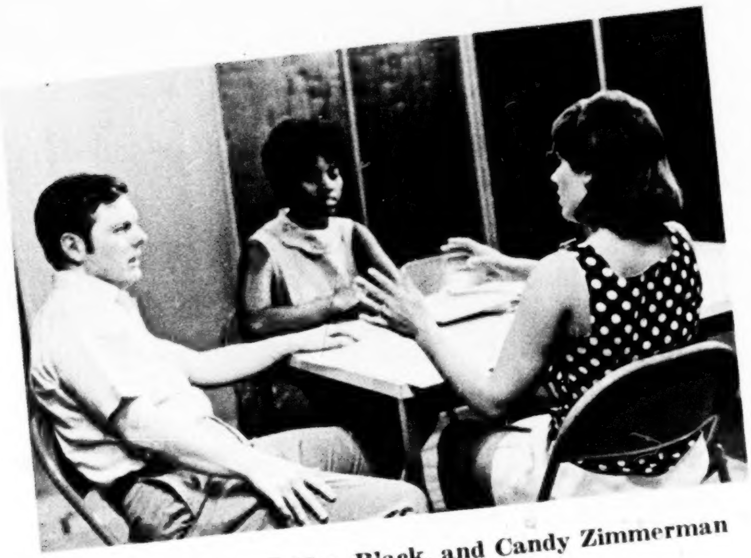
Peter Chant — editor at work.

Preview session.

mily Quinn helps Dalila Wilson set the stage for
he program, "English for Migrants." Timothy Regan
private consultant and evaluator for U.S.O.E.) and
Annie Callwood observe.



Maria Alzola and Jan Peck observe George Sheehan adjusting a boom mike.



Chuck Anderson, Mrs. Black, and Candy Zimmerman discussing a scene.

George Sheehan adjusts lapel mike for Dalila Wilson, while Don Kirkley checks camera position.

Participants

Alabama

Mrs. Malissa J. Burton (ABE)
Mr. Leon L. Hornsby (ABE)

Delaware

Mr. Keith F. Bentham (ABE)
Mr. James Cordrey (TV)
Mr. William G. Dix (ABE)
Miss Susan R. Houston (TV)

District of Columbia

Mrs. Hattie H. Davis (ABE)
Mr. Frank B. Lawrence (ABE)

Florida

Mrs. Jeanne D. Brock (ABE)
Mr. N. E. Fenn (ABE)
Mr. Lowell E. Ledford (TV)

Kentucky

Mr. Charles Anderson (TV)
Mr. William Goldwair, Jr. (ABE)
Mr. Robert Pike (ABE)
Mrs. Marilyn K. Zimmerman (TV)

Maryland

Mr. Peter J. Chant (TV)
Mrs. Thelma Cornish (ABE)
Mr. Stephen N. McCullough (TV)
Mr. Wellington Ross (ABE)

North Carolina

Mr. Kenneth Cherry (ABE)
Mr. George Sheehan (TV)

Pennsylvania

Mrs. Phyllis Harris (ABE)

Puerto Rico

Mr. Jose Luis Duchesne (TV)
Mr. Carlos Samalot-Machado (TV)
Mrs. Gladys Rivera (ABE)
Mrs. Dalila Ramos Wilson (ABE)

South Carolina

Mr. Robert Elton (TV)

Tennessee

Mr. Billy Glover (ABE)
Mr. Walter R. Harbison (ABE)

Virgin Islands

Mrs. Annie Callwood (ABE)

West Virginia

Mr. James R. Kee (ABE)
Mr. J. Richard Malcolm (ABE)

Full-time Staff

Project Director

Mr. John H. Buskey, Acting Director
Conferences and Institutes Division

Administrative Coordinator

Miss Janice R. Peck
Conferences and Institutes Division

Adult Education Faculty

Dr. Emily H. Quinn
Professor of Adult Education
North Carolina State University

Project Co-Director

Dr. Thomas J. Aylward, Professor and Head
Division of Radio and Television

Television Faculty

Dr. Donald J. Kirkley
Assistant Professor
Division of Radio and Television

Mr. Robert McLeary
Instructor
Division of Radio and Television

Photos by Salvatore L. D'Anna.

APPENDIX F

Library Materials

1969 ABE-TV INSTITUTE LIBRARY BOOKS

"Adult Learning." Adult Basic Education Pre-Institute Seminar, Wayne State University, May 1967.

AV Communication Review. ed. by William H. Allen, Department of Audiovisual Instruction of the NEA. Vol. 16, No. 4, Winter 1968.

"Basic Education for Disadvantaged Adults; Theory and Practice" ed. by Frank W. Lanning and Wesley A. Many, Boston, Houghton Mifflin, 1966.

Costello, Lawrence F. & Gordon, George N. *Teach with Television: A Guide to Instructional TV*. 2nd ed. New York: Hastings House Publishers, 1965, pp. 177-80.

Diamond, Robert M. (ed.) *A Guide to Instructional Television*. (LB 1044.7.D48.)

Dimitroff, Lillian. "An Annotated Bibliography of Audiovisual Materials Related to Unverstanding and Teaching the Culturally Disadvantaged." National Education Association of the United States, 1969.

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Educational Media: Theory into Practice. (9552) Weman & Meierhenry. Merrill Publishing Co., Columbus, Ohio

Ford Foundation. *Teaching by Televison.* (LB 1044.7.F6 1961)

Gordon, George N. *Educational Television.* (LB 1044. 7.G57)

Griffith, Barton L. and Donald W. MacLennan (ed.) *Improvement of Teaching by Television.* (LB 1044.7.N28)

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Hilliard, Robert L. *Writing for Television and Radio*. 2nd ed. New York, Hastings House, 1967

Illinois University. *A Study of the Effectiveness of Televised Instruction in a Physical Education Activity Course*. (LB 1044. 7. 14 folio)

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"Instructional Television - A Utilization Guide for Teachers and Administrators." State Department of Education, Richmond, Virginia.

"ITFS Instructional Television Fixed Service What It is...How to Plan." The Division of Educational Technology, National Education Association, for the FCC Committee for the Full Development of the Instructional Television Fixed Service.

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Maryland Center for Public Broadcasting. Basic Planning for Television Distribution Systems - A Guide for Administrators. Maryland Educational Cultural Broadcasting System, 1969.

Maryland Center for Public Broadcasting. Television Receivers for the Classroom - A Guide for Administrators. Maryland Educational Cultural Broadcasting System, 1969.

Meaney, John W. Televised College Courses. (LB 1044.7.M4)

Mikes, Donald F. "Teachers in Television and Other Media...a survey of policies and practices." Division of Educational Technology, National Education Association.

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Purdue University. Report of the International Seminar on Instructional Television. (LB 1044.7.153 1961 folio)

Schramm, Wilbur and others The People Look at Educational Television. (LB 1044.7.S28)

Siegel, Laurence and Lila C. Siegel The Instructional Gestalt in Televised University Courses. (LB 1044.7.S6 folio)

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Strategies for Adult Basic Education. International Reading Association. Newark, Delaware 19711.

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Ulmer, Curtis. Teaching the Disadvantaged Adult. National Association for Public School Adult Education, 1969.

University of Nebraska. Final Report of the Study of the Use of In-School Telecast Materials Leading to Recommendations as to Their Distribution and Exchange. (LB 1044.7.N35 folio)

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Willis, Edgar E., Writing for Television and Radio Programs. New York: Holt, Rinehart, and Winston, 1967.

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APPENDIX G

Follow-up Memorandum

THE UNIVERSITY OF MARYLAND

UNIVERSITY COLLEGE
CONFERENCES AND INSTITUTES DIVISION

MEMORANDUM

TO: (1) Participants in University of Maryland 1969 Summer Institute on Instructional Television and Adult Basic Education, July 6-25, 1969

(2) State Directors of Adult Basic Education

FROM: John H. Buskey, Project Director, and Acting Director, Conferences & Institutes Division

SUBJECT: Follow-up Activities

I would like to take this opportunity to report on activities since the Summer Institute and to raise some questions with you about further possible activities.

1. Due to some extensive production difficulties (which I won't detail here!) we have been delayed several times in producing video-tape 16 mm kinescope copies of the 120 minutes of television programs produced this summer. The video-tapes are now finished and will be distributed on or about January 6 1970 to the following States: South Carolina (Robert Elton), Tennessee (Billy Glover), Kentucky (Robert Pike), Delaware (Mr. Ray Mantsch), North Carolina (George Sheehan). The kinescopes are at a production studio in Washington and we hope that we will be able to distribute them about January 15, 1970. The States scheduled to receive kinescopes are: Alabama (Mr. N.O. Parker), Florida (Jeanne Brock), Maryland (Thelma Cornish), D.C. (Frank Lawrence), Puerto Rico (Mr. Villar Banc), Virgin Islands (Annie Callwood), West Virginia (Mr. Deck). We will let you know by mail exactly when the tapes and kines are mailed. You will be able to keep for your own uses the one copy you receive.

2. We have at the moment one poor quality kinescope of all programs and have shown it to the ABE staff at the U.S. Office of Education, and to ABE supervisors and ETV personnel in West Virginia. U.S.O.E. was quite excited about the many ideas contained in the programs and have come up with an idea of their own which I will elaborate upon later in this memo.

3. We are in the process of putting together a pamphlet composed of still photos taken during the Institute. Several copies of the pamphlet will be forwarded to you when ready.

4. My major reason for writing to you now is to find out how, if at all, the Institute Staff (either TV or ABE personnel) can be helpful to you between now and April 30, 1970 in implementing your state or regional plans for using television in your ABE programs. At the Institute the various teams

CENTER OF ADULT EDUCATION, COLLEGE PARK, MARYLAND 20742
TELEPHONE: (AREA CODE 301) 454-2322

suggested a large number of follow-up activities, some involving joint meetings within and between States, and others involving consultation from members of the Institute Staff. Attached to this memo is a list of the various projects recommended at the Institute.

We have approximately $7,000.00 left in the project to be used for follow-up activities. This money must be spent by April 30, 1970 or be returned to the U.S.O.E. This balance came about because only 32 people attended the Institute and we had budgeted for 50. We would like to use these funds to carry forward State plans for the use of television in ABE programs. U.S.O.E. has asked us to communicate with you to find out if you can use either further University consultation or financial assistance in carrying out your plans.

There is little guidance I can provide to you in setting limits on how the funds can be used, but I would suggest that the project could cover the following kinds of costs:

(a) consultation by Institute Staff members either in College Park or in your state; travel costs and honoraria of consultants can be paid by the Project. I believe your travel costs to College Park for consultation with us could also be paid by the Project (no honoraria on stipends, though).

(b) direct costs involved in conducting "mini-Institutes" in States or jointly between States.

(c) meetings to plan for the development of State or Regional plans for using TV in ABE programs, or meetings to develop scripts for TV program series.

It appears to me that the Institute could pay for consultant's expenses and honoraria, direct costs of holding meetings, and cost of materials, but that individual states could probably bear the cost of travel for individuals to attend State or Regional meetings.

I would like to receive your responses to the enclosed Questionnaire regarding follow-up activities by January 21 so I can have the U.S. Office of Education react to them and decide whether or not we can support the various activities. It is quite likely that it will not be possible to support all activities, but we would like to support as many as possible, especially those that involve inter-State cooperative efforts. Only when I have your clear statement of need can I negotiate with U.S.O.E.

(5) As an alternative to State follow-up activities, the U. S. Office of Education has requested that the University consider arranging for commercial production of a one-minute TV "spot" promoting Commissioner James E. Allen's "Right-to-Read" program for adults. The spots would be produced in quantity so that all 53 States and territories could have one to use in promotion of their own ABE reading programs.

Our response to this request has been that we felt obligated to find out from the various States that participated in the Institute the extent to which they desired follow-up activities and consultation. If the State's needs are minimal or non-existent, we will further consider production of the "spot". If, however, the States have considerable need for follow-up activities then we feel the funds should be spent in enhancing last summer's training. I would like your response to this question on the questionnaire.

I realize that the above decisions must ultimately rest with the State Directors of Adult Basic Education, and therefore I have included them in the distribution of this memo May I suggest that those who participated in the Institute get together with their State Director to decide what should be your State's response.

Best wishes for a happy holiday season. We will look forward to hearing from you in January. By the way, do not hesitate to call me for clarification of any points.

University of Maryland
University College
Conferences and Institutes Division

QUESTIONNAIRE
on
Follow-Up Activities Relating To 1969 Summer Institute on Instructional Television and Adult Basic Education

RETURN TO: John H. Buskey, Acting Director, Conferences and Institutes Division, University College, University of Maryland, College Park, Maryland 20742

FROM: ______________________ State Director of Adult Basic Education
(your name and address)

____

____

____

1. We propose these kinds of Follow-up activities:(if none, please indicate):

2. The estimated expenses for those activities are as follows (please itemize):

(OVER)

3. What is your opinion regarding the production of a TV "spot" to promote the "Right-to-Read" Program? (Would it be helpful to you? Would you favor it or not?)

4. Please direct communications regarding the Follow-up activities to (please designate one individual):

Thanks so much for your cooperation. Please return this form by January 21, 1970.

APPENDIX H

Follow-up: West Virginia Workshop

WEST VIRGINIA
STATE BOARD OF EDUCATION
DIVISION OF VOCATIONAL EDUCATION
DEPARTMENT OF EDUCATION
CHARLESTON, WEST VIRGINIA
25305

RED W. EBERLE
DIRECTOR

April 13, 1970

Mr. John H. Buskey, Director
Center of Adult Education
University of Maryland
College Park, MD 20742

Dear John:

The Adult Basic Education TV Workshop conducted by WMUL-TV at Nitro, West Virginia April 3-4, 1970 for the ABE Area Supervisors has been judged successful. This was expressed in a verbal report, by telephone, and/or face to face, within two days of the conference ending. Then, within the past three days I have been in group conferences with most of the supervisors. Be assured, from their evaluation, the Workshop was well worthwhile. Those who were not privileged to attend the Maryland Workshop last summer were amazed at the number of individuals and operations necessary to make a 30 second tape. Over and over, they continue to discuss what they learned.

In addition to my assurance as stated above (if need be I will do a more formal evaluation) I am sending you a copy of a letter from Jarrell Hartsog to Richard Malcolm regarding the Workshop, also an evaluation by Richard, the Workshop Coordinator.

I believe the breakdown of expenses as listed in Larry Broquet's communication to me under date of April 6, 1970 is sufficient documentation and direction to take care of expense matters relating to the Workshop. If additional information is needed please let me know.

We anticipated your presence at the Charlottesville Regional Meeting and were sorry you were detained elsewhere. The TV Institute announcement was favorably received. Everyone is anticipating another good Institute at College Park.

Sincerely yours,

Jim

James B. Deck, State Supervisor
Adult Basic Education

JBD:jch
cc: Mr. Fred W. Eberle
Mr. Richard Malcolm
Mr. Larry Broquet

FRIDAY, APRIL 3

:00- 9:30	ORIENTATION - ABE leaders
:30-10:00	OPENING ADDRESS Harry Brawley, Executive Secretary, West Virginia Educational Broadcasting Authority
:00-10:20	Coffee Break
:20-12:00	SESSION #1 Richard Settle, Station Manager, WMUL-TV
	Remarks - view ABE Promos-Tour studio facilities
:00- 1:15	Lunch Break
:15- 3:00	(Break included)
Take coffee reak at dis-retion of roup leader)	SESSION #2 Reorganize in main studio Assign or select small group sessions to work with Producer Directors to develop and organize ideas for ABE Promos Consists of discussion of ideas, development of scripts, and placing orders for graphics for credits & titles.
3:00 p.m.	ADJOURNMENT -- Guests are welcome to stay and observe broadcast operation

SATURDAY, APRIL 4

9:00-10:15	SESSION #3 Larry Broquet, Utilization Director, WMUL-TV TV Presentations -- The First Idea to the End Result
10:15-10:35	Coffee Break
10:35-11:45	Preview existing ABE materials available for use on TV (TV HIGH SCHOOL) Announcements
11:45- 1:00	Lunch Break
1:00- 1:15	Small production groups will meet with Producer Directors for final organization & rehearsal
1:15-2:20	Small groups will meet individually in studio to produce ABE Promos
(Take coffee break when groups are not in studio)	Groups not producing Promos may watch film "TV Techniques for Teachers" in Conference Room, 2nd floor. 1st showing (1:20-1:45) 2nd showing (1:50-2:15)
2:20-3:00	View & evaluate ABE Promos on video tape Final question-answer session
3:00 p.m.	ADJOURNMENT

ABE WORKSHOP PARTICIPANTS

James B. Deck
Lowell Knight
Richard Malcolm
Harley S. Cain Jr.
Mitchell Chapman
Lewis Morrison
Ernest (Gene) Davis
Stelman Harper
Jarrell Hartsog

James R. Kee
Marshall L. Kirtley
Lester Williams
Wilkes Wilcox Jr.
Glen Smith
Dell Anderson
Dr. Charles Jones
Dr. Mary Milliken
Lamar Marchese

WMUL-TV STAFF PARTICIPANTS

Richard Settle
Larry Broquet
David Bond
George Parnicza
Frank Marshall
Jim Wysong
Ray Warren

Bill Kelly
Judy MaGee
Greg Carter
Flora Cox
Brenda Altizer
Pam Motteshead

ADULT BASIC EDUCATION
WORKSHOP

APRIL 3 & 4, 1970
9 a.m. to 3 p.m.
WMUL-TV -- NITRO STUDIO
301 BLACKWOOD AVENUE
NITRO, WEST VIRGINIA

WMUL-TV/CHANNEL 33
MARSHALL UNIVERSITY & ASSOCIATES BROADCASTIN
1737 3rd Avenue
Huntington, West Virginia

ADULT BASIC EDUCATION & ADULT LEARNING CENTERS CABELL, WAYNE AND LINCOLN COUNTIES

J. Richard Malcolm, Area Supervisor
Dortha Boyd, Secretary

Phone: 272-5116 Wayne
525-3891 Cabell
824-3033 Lincoln

AREA SUPERINTENDENTS OF SCHOOLS

Olin C. Nutter, Cabell County
Samuel D. Hubbard, Wayne County
W.B. Van Horn, Lincoln County

WEST VIRGINIA ADULT BASIC EDUCATION AREA SUPERVISOR'S EDUCATIONAL TV WORKSHOP, CHANNEL 33, TUDIOS, NITRO, WEST VIRGINIA

he first educational TV workshop for supervisors and guests of Adult Basic Education and dult Learning Centers in West Virginia was held Friday, April 3 and 4 with approximately seventeen adult educators enrolled in the workshop.

Several months ago, Mr. James B. Deck, State Supervisor, and Mr. Richard Malcolm, Area Supervisor, met at Marshall University in Huntington with Mr. Richard Settle, Channel 33 ETV station manager, and Mr. Larry Broquet, utilization manager of WMUL-TV. This meeting, and the planning for the first ABE ETV workshop, was a direct result from the federal sponsored ETV for Adult Basic Education workshop held last July, July of 1969, at the University of Maryland. West Virginia had been invited by Mr. John Buskey, Director of the ETV-ABE workshop at the University of Maryland to work out an in-service training workshop for adult basic education supervisors in West Virginia. Mr. Settle and his staff agreed to sponsor the workshop using the facilities at Channel 33, WMUL ETV, Nitro, W. Va. studios. A budget was prepared and approved by Mr. Buskey and his staff at the University of Maryland. Since Mr. Deck, State ABE Director, was to be at a regional meeting in Charlottesville, Virginia, Mr. Richard Malcolm, Area Supervisor, was appointed chairman of the ETV ABE workshop. After several additional meetings with Mr. Settle and his staff, the instructional program and a brochure showing each ABE supervisor what materials could be prepared and brought to the workshop to expedite the making of promotion spots the second day of the workshop. These materials were passed out and explained to all members of the in-service training workshop group at the state ABE supervisors meeting at Cedar Lakes two weeks before the ETV workshop. This gave each member of the workshop ample time to decide what type of promotion film he and his group would like to make. Along with the supervisors, several guests were invited who were working in cooperation with ABE throughout W. Va. Three local school supervisors were also in attendance.

The workshop got under way at 9:00 A.M., Friday, April 3. After orientation by the ABE leaders and Mr. Settle and his staff, Mr. Harry Brawley, Executive Secretary of the West Virginia Educational Broadcasting Authority, made a very interesting address. Mr. Brawley stated that ABE must be promoted throughout West Virginia because records indicate the more education one has the more he wants. Mr. Brawley further investigated the question; What can ETV broadcasting do for ABE? In conclusion, Mr. Brawley summarized his talk in the following manner: The region of Appalachia in the past called for brawn and strength to promote their system basic life requirements. Being a rather rugged region, brawn and strength was required rather than education. We now have many adults who need to improve their educational levels to match the challenge of a changing world. Appalachia is behind and ETV, through ABE can help to rectify this in the future. In order for ETV to be effective, Mr. Brawley said it must incorporate the three ETV rights. (1) The right of the adult to learn. (2) The right of the teacher to teach. (3) The right of the adult to catch up.

ADULT BASIC EDUCATION & ADULT LEARNING CENTERS CABELL, WAYNE AND LINCOLN COUNTIES

J. Richard Malcolm, Area Supervisor
Dortha Boyd, Secretary

Phone: 272-5116 Wayne
525-3891 Cabell
824-3033 Lincoln

AREA SUPERINTENDENTS OF SCHOOLS

Olin C. Nutter, Cabell County
Samuel D. Hubbard, Wayne County
W.B. Van Horn, Lincoln County

page II

During session #1, Mr. Richard Settle, Station Manager, assisted by Mr. Larry Broquet, directed a discussion to the group and pointed out that the education of adults is one of the most important fields in present-day education. The WMUL ETV, Channel 33 staff for some weeks had been working on some promotions for ABE to be using on ETV or commercial TV stations throughout West Virginia. The information, materials and colored slides had been furnished by Mr. Deck and Mr. Malcolm. The group viewed these ABE promos. Then the technical staff of WMUL ETV conducted a guided tour of the Nitro facilities. After lunch the group was assigned to small groups of three to work with producer directors to develop and organize ideas for ABE promotion spots. Thirty second and sixty second spots. During these small group discussions of ideas development of scripts and the placing in orders for graphics to be used in credits and titles. The ABE area supervisors and ltheir guests became so involved in these small g roup planning sessions that this continued and many of the scripts were finished many hours after the 3:00 adjournment. On Saturday morning, April 4, promptly at 9:00 AM session l three started with Mr. Larry Brouquet, utilization director, directed a discussion concerning TV presentations, the first idea to the end result. Most of the discussion centered around the thought, how do you get important ideas across to 200 million people who have the same basic problems? Can words, pictures and sound stimulate or wake up adults? Little is know, yet, about the full capabilities of ETV. Another important question was a challenge to adult basic educators to arm themselves with information when contacting ETV or commercial TV stations for recruitment, promotion and instructional activities to be aired. Who do you want to reach and why? What do you want to say? What type of adults do you want to reach? Does ABE want to make the public aware of the services which ABE has for the public and adults? After the morning coffee break, Mr. Broquet previewed through 16mm film the existing ABE material for use on TV. The group watched instructional and promotional films on TV for high school which can be rented by ETV at $3,600.00 which give instructions to adults interested in obtaining a high school equivalency diploma. Five ½ hour instructional periods each week for 12 weeks or sixty lessons. It was pointed out by Mr. Broquet that for the maximum effectiveness a home study course costing $13.50 can be used by the adult involved following the 60 lessons from TV for high school which should result in many additional adults passing their GED test and receiving their high school equivalency diploma. Mr. Richard Settle, Station Manager, pointed out to the group that the morning session had been necessary to give the promotional staff time to make the graphics for our small group promos to follow after lunch. At session #4, the small promotional group met with producer-directors for film organization and rehearsing. During this last planning session, it was pointed out that all groups should keep in mind the following objectives in making a successful promo on instructional TV productions. (1) The main idea. (2) the specific objective. (3) Materials needed. (4) Pre-telecasting. (5) actual telecasting. (Ninety percent of the work should be done outside the studio and 10 per cent in front of the camera) (6) Telecasting (must be followed up systematically for the reaction of the adult student. (7) Evaluation. (8) Revision. While group A produced their promos, group B was observing in the studio from the observation room. Groups C, D & E were in the conference viewing rooms watching the film, "TV Techniques for Teachers." Each of the five groups made two ABE promos; one thirty-second and the other of 60 second duration. The planning was good and video taping of these promos moved along in a very fine way while group c,d & e were in the studio producing their promos, groups A & B were in the second floor conference room watching the film. After all the groups had video-taped their promos, we all again gathered in the main studio to view and evaluate the work they had done during the workshop. Each promo was presented and the technical staff and the ABE supervisors

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W.B. Van Horn, Lincoln County

evaluated each groups work. It was pointed out by the WMUL staff, that most of the promos which had been video-taped were of a rather high quality and Mr. Settle is preparing a video tape showing all of the work done during the workshop. This one inch video tape will be available for use in W. Va. Before adjournment, the group's evaluation indicated that all those in attendance had learned much and each member of the workshop group realized that they could do a better job of promotion and recruitment through ETV as a result of the techniques learned during the West Virginia Educational TV Workshop. This narrative report along with invoices covering the cost of the workshop plus a video tape of all programs and other handouts will be sent to the state supervisor of ABE, Mr. James B. Deck, and he will, in turn, send this material to Mr. John Buskey, Director of the ETV Adult Basic Education institute at the University of Maryland, College Park, Maryland.

J. Richard Malcolm, Chairman
W. Va. ABE-ETV Workshop

JRM:db

APPENDIX I

Follow-up: Florida Region IV Meeting

MAR 2 1970

STATE OF FLORIDA
DEPARTMENT OF EDUCATION
TALLAHASSEE 32304

T. CHRISTIAN
MMISSIONER

CARL W. PROEHL
DIRECTOR
DIVISION OF VOCATIONAL, TECHNICAL
AND ADULT EDUCATION

February 25, 1970

Mr. John H. Buskey
Project Director, and Acting Director
Conferences and Institutes Division
University College
University of Maryland
College Park, Maryland 20742

Dear John:

As you can see by the attached report, we had quite an enthusiastic follow-up meeting of the Region IV participants in Daytona. We were further encouraged by all the interest of others attending the conference. We will keep you informed of the progress of our teacher-orientation project.

Please do check on the two-hour video tape of all our efforts at the Maryland Institute. The Florida copy must have been lost, and we most certainly do want one. What is the possibility of getting another copy of the Second Chance film? Since we will be working along much the same format, we could use it for planning meetings.

My expense statement is also attached. SREB picked up the expenses for my hotel bill and meals. I traveled by car and the official mileage from Tallahassee to Daytona Beach is 237 miles or 474 round trip. Figuring vicinity mileage of approximately 25 miles it comes to slightly less than the air fare of $51.42.

We feel that the funds expended by the Maryland Institute have been very fruitful and expect to continue with bigger and better projects.

Sincerely,

Jeanne

Jeanne D. Brock
Consultant, ABE

JDB:bam

Attachment

cc: Mr. James H. Fling
Dr. Emily Quinn

FILMED FROM BEST AVAILABLE COPY

Discussion Group for ETV Films

There were approximately 40 in attendance at both sessions of the ETV-films discussion group on Tuesday morning. Most of those who were present during the first hour and a half stayed for the second session and some others joined the group for that.

Those attending who were participants at the Maryland Institute on ABE-ETV were:

Mrs. M. Jane Burton, Tuskegee, Alabama
Mr. Leon Hornsby, Department of Education, Montgomery, Alabama
Mrs. Jeanne D. Brock, Department of Education, Tallahassee, Florida
Mr. N. E. Fenn, Jr., Florida A & M University, Tallahassee, Florida
Mr. Lowell Ledford, ETV, Department of Education, Tallahassee, Florida
Mr. Charles Anderson, Division of Radio-TV, Bowling Green, Kentucky
Mr. Bob Pike, Department of Education, Frankfort, Kentucky
Mr. Billy Joe Glover, Department of Education, Nashville, Tennessee
Mr. Walter Harbison, Adult Education, Knox County Board of Education, Knoxville, Tennessee.

Also attending from the Kentucky Educational TV Network was William Wilson of Lexington, Kentucky.

Mr. Jack Redding, Supervisor of Adult Education, Orange County Board of Public Instruction, Orlando chaired the group.

Mr. Lowell Ledford, Consultant for the ETV Section of the Florida Department of Education, was discussion leader.

Dr. Emily Quinn, head of the Department of Adult Education at North Carolina State, was consultant, serving at the invitation of the Florida group and by encouragement and support of the Maryland Institute.

During the first session the ABE promotion film, (10 minute color 16mm.) and color TV spots were shown and discussed. The accompanying brochure was distributed to the group. The radio spot announcements were played at the second session. This promotion package was produced by Peter J. Barton Producers, Inc., under contract from the Florida Department of Education and paid for out of ABE funds allocated to the state.

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Mr. Jack Redding explained that the film was an outgrowth of a request from local directors to the state staff members of Adult Education at a meeting in Daytona, October 1968. It was also part of a promotion proposal by Mr. N. E. Fenn, Jr. following an ABE Institute at Columbia, South Carolina. Mr. Redding congratulated Mr. Fenn and Mrs. Brock for the fine job they'd done developing this promotion package.

Mr. Lowell Ledford asked if the film had achieved the purpose for which it was intended and asked the group what audience they thought it was intended to reach.

It was the concensus of opinion that the film was an excellent example of a public information instrument. Had it been intended for recruitment, some felt that the language was too lofty and the scene of the top level administrators of the program would not appeal to the general public and certainly not to the student.

However, Dr. James Burnsted, Director of Adult Education, Fort Lauderdale, recounted the success of Broward County in using this film to inform the School Board, taxpayers, news media staff and civic clubs about the ABE program. In addition to this type of audience it was also shown to friends and relatives of students appearing in the film and other classes were recruited from these spectators.

In answer to a question by Mr. Ledford of what in the film might appeal to prospective students, there were several suggestions. (1) It shows adults of all kinds--white, black, and yellow, and all ages with both white and Negro teachers, some of whom are much younger than their students. (2) It shows the proximity of the program to the community--in a rural church, in an adult high school and in a migrant camp center. (3) It vividly describes some of the frustrations experienced by adults who want to learn to read, to work fractions, and to take a more active part in the world of work and community life. The group felt that it does give good examples and is an incentive to enlist in the program.

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Orange County also owns a copy of the film and shows it at all their meetings, including staff development and teacher-training workshops.

It has been used for in-direct recruiting after being shown to groups of men in business and industry. They have been impressed enough to ask that classes be started for their employees on plant site and during working hours.

It was suggested that this would be a good approach to law makers in asking their support of our program.

The group felt that the color TV spots have wide appeal and were more concerned with recruitment. One participant commented that these spots seem rather laborious and might have shown the happier aspects of the learning process rather than the struggle involved. When the radio spots were played, the tempo of the music and the language used seemed to strike a note of appeal to youth and the pleasure of being "in" with the program.

Some questions concerned the cost of productions, and Mr. Fenn explained the rule of thumb of films costing $1000 per foot. This package deal of the film production, 23 copies of four (4) color spots, 2-30" and 2-20", and 200 copies of 2-60", 2-30" and 1-20" radio spots, plus the art work for the brochure came to $14,500. The film may be purchased for $85 a copy from Peter J. Barton Producers, Inc., Suite 620, Tallahassee Bank and Trust Building, Tallahassee, Florida.

There were several requests for copies of the TV spots as well as the film. Mrs. Brock said she would check on reproduction costs of these for use in other states.

The Second Chance film of the video tape produced by the Region IV participants at the Maryland Institute was shown next. Mr. Redding said that it had been s last August at the annual meeting of the Vocational, Technical and Adult Education division in Miami. There were requests from the group at that time for this kind of film to be done commercially for use by new staff members and teachers.

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Mrs. Eloise Trent, coordinator of the ABE program in Hillsborough County, Tampa, said she has used the film several times in her teacher-training workshops and felt that it's the best thing available. She'd like to see it for use in cassettes for new teachers to use since she has 15-20 new teachers per month and needs an immediate type of short-range orientation presentation. She also told the group that they use the ABE promotion film each Monday in the Model City Block Clubs to show to approximately 150 people. They are now going to purchase another copy of the film for use by the Model Cities program.

Mr. Leon Hornsby reported that the Alabama Department of Education has used the Second Chance film to train approximately 700 teachers and staff. When asked if he'd had any feedback on the benefits of this, he said that most of these teachers have done their best to go to individualized instruction and their comments had been favorable. Mrs. Burton said she had not had the opportunity to use the film since there was only one in the state.

Some participants asked if the Second Chance film was available and Mrs. Brock explained that there had only been one copy sent to Florida, but that Mr. Fenn had submitted a proposal called "instant training" to SREB and that it is hoped that there would be something like this available within the year.

Mr. Bob Pike reported that Kentucky had been waiting for the video tapes from Maryland. They have been interested in doing what Florida has done with a promotion package. He said they had not decided what route they'll go but hope we can combine our efforts from this region.

Mr. Chuck Anderson said they have applied for a grant from USOE for a series of (12) 30 minute teacher-training tapes with accompanying literature and spots for recruitment. The films could be used for credit with seminars or non-credit.

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Mr. Harry King of Georgia described the 15 teaching tapes which follow the text of Dr. Curtis Ulmer's book, Teaching the Disadvantaged Adult. These tapes are aired on ETV for 30 minutes every Tuesday at 4:00 p.m.

Mr. Billy Glover reported that Tennessee is in the same stage as Kentucky. They are hoping to get a grant through Morehead State University. Their proposal is for 40--30 minute films to teach reading. They have Johnny Cash on one to appeal to the Apalachian counties.

.A representative of South Carolina said they were applying for a grant similar to the Kentucky proposal on teacher-training.

Dr. Quinn outlined some ABE-TV uses:

Promotion: Recruitment
Direct
In-direct (and said the Florida ABE film is excellent for this)

Instruction: 1. For students
Use video tapes as supplementary to class instruction in reading and math.

2. For staff
The Second Chance shows the empathy and relativeness to adults.

Mr. Leon Hornsby said the Second Chance format is suitable for all states and that we should get the State Directors together to talk to them about reproducing it.

Dr. Quinn spoke of trying to use grants to develop various programs to use regionally.

She suggested that a few tapes in specific areas of concern might be produced to use as a series. These might be divided by states such as:

1. Recruitment
2. Staff Development
3. Instruction
4. Counseling

The tapes made at Maryland point up the fact that it doesn't take professionals to make adequate use of video tapes.

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Mr. Chuck Anderson explained that we'd have to take a close look at production costs if we were planning to assign production to different states.

Mr. Joe Carter of North Carolina expressed a need to develop training techniques on film to change the teachers' strategies to individualized instruction.

Mrs. Brock reiterated that the Florida team had that in mind when they suggested the staff development format for Second Chance and that she and Mr. Fenn had been trying since last summer to get approval for further filming along this line. With encouragement from this group and the regional directors, she felt that SREB could be persuaded to fund the production of a staff development film or tapes from the technical services funds written into the regional project.

Mr. Chuck Anderson said he thought ETV could be used for at home instruction for teachers and that he would like to see the use of EVR and CBS.

Dr. Quinn did not want to rule out ETV for instructing students in the basics of ABE. She suggested that they might go to class two (2) nights a week and have programmed TV for two (2) nights. The group expressed a doubt that students could be motivated to watch IT instead of Bonanza.

Mr. Don Williams, Coordinator of the English Center in Dade County told of their experience with 15 films on English as a second language. They have great response from the Cuban refugees with approximately 3000 enrolled but many others cannot attend classes. Of these many did view the films.

Other examples of the use of TV to promote the ABE program were given. Mobile Channel 10 has an early morning show twice a week. This is pretty much a "talking face" type of format but also gives short informational shows on such things as

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how to drive, consumer education, etc. Mr. Jack Redding said the Orlando studios gave prime time for announcements on the Adult Education program. The studios are glad to run slides announcing classes or give public service time on interview shows. Station breaks on such programs as morning movies are a great time for announcements that get good public coverage.

In Athens, Georgia, the theatres run announcements on Adult Education courses.

Kentucky asked if they could dub off the Florida spots and try these in certain locations to see if they bring results on recruiting.

In the afternoon the Maryland Institution participants met to discuss subjects they felt should be covered in video tapes or films as they might pertain to staff development. One of the most important seems to be counseling and its facets of referral, testing, placement in grade levels and afterward in vocations, progress, and follow-up.

It was suggested that the use of functional materials as aides to instruction should be pointed up--newspapers, road maps, package labels, phone directories, etc.

Dr. Quinn outlined some of the areas as:

New staff needs:
  Philosophy and purpose of ABE (regional)
  Policies and procedures (by states)
  Roles of administrators, coordinators, teachers, counselors and aides
  Curriculum development process
    Educational objectives, evaluation
    Characteristics of undereducated adults
    Educational needs of adults--vocational and consumer education
  Program resources
  Counseling
  Content areas

After another showing of the Florida ABE film and the Second Chance tape for the SREB staff, the group met with Dr. Ed Brown, SREB project director,

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to seek approval for producing a teacher-orientation film or tape or perhaps a series on staff development.

Dr. Brown said there is need for an immediate approach to teacher-orientation. He is in favor of a video tape of perhaps 30 minutes length. He said SREB could support conferencing to script this kind of production. Each state interested should appoint a committee to draft what they consider to be the necessary components to be covered in the tape. ETV personnel, University, State Department and local coordinators and teachers should be included in these meetings to decide on priorities. Then SREB will fund travel and expenses for two or three from the states interested to meet in Atlanta to review the recommendations and to designate a state to produce the tape or film.

Dr. Quinn suggested that Mrs. Brock be chairman of the committee and that each state designate a representative for her to contact regarding the planning meeting. A tentative date for recommendations from the states was set for April 1. Dr. Brown hopes to get the final product by September.

Kentucky and North Carolina may be included on the planning but not on the production as they are not members of the region yet.

Mrs. Brock questioned the value of a video tape to be used for individualized orientation if this requires showing by a TV station or what the costs and problems of reproduction would be to put out copies of a Master video tape to all the counties. A 16 mm. film on the other hand could be shown on TV, or by an individual in an office or classroom or could be adapted for use in a cassette. The cost to the counties for a copy of the tape or film will have to be a major consideration since the production will be of greatest value if it can be utilized for individualized teacher orientation.

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NORTH CAROLINA STATE UNIVERSITY | AT RALEIGH

SCHOOL OF EDUCATION
SCHOOL OF AGRICULTURE AND LIFE SCIENCES

DEPARTMENT OF ADULT EDUCATION
BOX 5504 ZIP 27607

May 8, 1970

Mr. John H. Busky
Acting Director
Conferences and Institute Division
Center of Adult Education
College Park, Maryland 20742

Dear John:

You and your staff are to be highly commended for having initiated and facilitated one of the more significant developments to this time in adult basic education through the ABE-TV workshop in the summer of 1969. The effects of the linkage you achieved in bringing together individuals in adult basic education and educational television into a new colleague association have continued beyond the summer workshop.

It has been a pleasure to be affiliated with the subsequent developments in the southern region which have involved the states from your workshop as well as the other states in the region. In the meeting at Daytona Beach which you made possible for the Maryland ABE-TV participants to attend, there was a significant achievement. In this meeting in February, the group came with the enthusiasm and commitment which they had achieved and built a persuasive case that regional ABE-TV productions of a collaborative effort should be instigated. The exploration of possible productions and processes through which they might be achieved led to the support of SREB for a pilot production. There was consensus that a priority production for its usefulness as well as a means of demonstrating the potential of television in adult basic education was in the area of teacher training. Plans were developed to provide a sequence for the planning and legitimation in each of the states preparatory to the planning of the production. Each of the representatives at Daytona were to return to their home states and in collaboration with their state directors elicit both the support for an initial production in ABE teacher orientation as well as suggestions for the content of the production. These were to consist of the needs of the beginning adult

University of North Carolina, William Friday, President, comprises North Carolina at Chapel Hill, the University of North Carolina at Greensboro, and the

Mr. John Busky
Page 2
May 8, 1970

The subsequent planning meeting in March did bring forth the support and inputs from each of the states in substantive suggestions for the production. The primary conflict might be interpreted as complimentary to the commitment of the groups. Several states would have wishes to be the producer of the television production. It was recognized that following the inputs of the needs of the beginning teacher to be considered as the bases a script was to be developed and the committee react to it and make final plans for production. To be further explored were the questions of production facilities and the development of a manual for the new teacher to accompany the production.

The next meeting of the committee to review the script and resolve other productions is scheduled for May 8-9 at this time. I am attaching a copy of the script. It is hoped that the production can be underway within the next few weeks.

This report to you, John, is necessarily a cliff-hanger. I do not doubt that the production will be achieved and that it will be a good one. This then will hopefully be the beginning of continued regional efforts and collaborations.

The ultimate, however, would not seem to be in regional efforts alone. There does need to be further development within each state and beyond the southern region of the competence and collaboration of individuals in adult basic education and educational television. There is then further evidence of the need to develop the linkage between these groups and the colleague association you began with last summer's group. The potential is tremendous. It has been a pleasure to be associated with you in this endeavor.

Sincerely,

Emily H. Quinn

Emily H. Quinn
Professor
Department of Adult Education

EHQ:gc

P.S. Since Mrs. Brock has previously reported the specifics of individuals, states, and other content identification, I have attempted to give an overview of the progress of the project.

APPENDIX J

Follow-up: Delaware - Pennsylvania Meeting

MARCH 20, 1970
SEMINAR ROOM -- EDUCATIONAL TELEVISION
DOVER, DELAWARE

9:00 A.M.	-	GREETINGS! - Dr. Kenneth C. Madden State Superintendent
9:15 - 9:30 A.M.	-	Orientation to ETV Programming for Instruction Dr. Paul M. Hodgson, Assistant Superintendent, Instructional Services
9:30 - 9:45 A.M.	-	Background Report on University of Maryland Summer Institute on Instructional Television Mr. Atwood F. Badman, State Supervisor, Adult Education
9:45 - 11:45 A.M.	-	Viewing of Videotapes Developed at University of Maryland
1:00 - 3:30 P.M.	-	Work Session - Next Steps In Planning A. Instructional Series B. TV "Spot" Announcements 1. Right to Read 2. Recruitment of Adult Learners 3. Public Relations
3:30 - 4:00 P.M.	-	Summing Up Dr. Ruth M. Laws Director, Adult & Continuing Education

SUMMARY REPORT OF THE INTER-STATE (PENNSYLVANIA-DELAWARE) FOLLOW-UP MEETING FOR THE 1969 UNIVERSITY OF MARYLAND SUMMER INSTITUTE ON THE UTILIZATION OF EDUCATIONAL TELEVISION IN ADULT BASIC EDUCATION PROGRAMS

Date & Location of Meeting: March 20, 1970, ETV Resource Center, Dover, Del.
Those attending:

Name	Position
Delaware	
Kenneth C. Madden	Superintendent of Department of Public Instruction
Paul M. Hodgson	Assistant Superintendent for Instructional Services
Ruth M. Laws	Director of Adult & Continuing Education
William G. Dix	Supervisor of High School Extension
Atwood F. Badman	Supervisor of Adult Education
Keith Bentham	Adult Basic Education Coordinator, Delaware State Hospital
James Cordrey	ETV Production Specialist
Pennsylvania	
Joseph McAndrew	Adult Basic Education Advisor
Ethel K. Matthews	Adult Basic Education Advisor
Phyllis Harris	Adult Basic Education Teacher
Barry Newill	Adult Basic Education Director of Education, Harrisburg State Hospital

Atwood F. Badman, State Adult Basic Education Supervisor, presided.

Dr. Madden opened the meeting with greetings from the State Department of Public Instruction. Included in his remarks were the unavailability of State funds for ABE and the uncertainty surrounding the funding of Educational Television for Fiscal 1971.

Dr. Paul Hodgson reported that ETV is a phase of the instructional program serving all instructional areas and presented policies and procedures for implementing programs. He pointed out that we are constantly seeking innovative programming ideas and more effective use of ETV, and hoped that this meeting will point to ways of inter-state exchange of ideas.

A background report, "An Overview of the 1969 Summer Institute at University of Maryland" was presented by Mr. William Dix, Supervisor of High School Extension. He reported on the purposes, techniques and organization, and areas of production, which include teacher training, student motivation, direct teaching, promotion of programs (community awareness), and student recruitment. Further, he discussed workshop experiences in learning production techniques and how ETV and ABE can be made compatible. Presented were outcomes of the Institute including participants by states and by production teams and also listing of the programs developed on videotapes.

Two 58 minute videotapes were previewed by the inter-state group and assessment was made as to usage.

A work session followed to determine ways in which the State Education Adult Divisions could cooperate in the further utilization of the videotapes. It was suggested that Philadelphia Commercial Television Stations be contacted in regard to using parts of the videotapes as "Spot Announcements" for recruitment and public relations purposes. In discussing additional needs for television instruction, the following types of programs were suggested:

1. Use of community resources and experiences in teaching.
2. Legal aspects of living.
3. Use of paraprofessionals and volunteers.
4. Money management.
5. Role of counseling and counseling service.
6. Evaluation
7. Learning through a loan library and developing a resource center.

Composition of teams to be invited to the 1970 Summer Institute on ITV-ABE at the University of Maryland was suggested:

1. Learning Laboratory Coordinator
2. State ABE Supervisor
3. ETV Program Director
4. ABE Teacher
5. ETV Person in charge of Production
6. ABE Program Coordinator

Other recommendations:

That course requirements, suggested readings, listing of special projects, be sent to all participants several weeks in advance of the Institute date.

Dr. Ruth M. Laws summarized the important highlights and the meeting adjourned at 3:50 p.m., March 20, 1970, ETV Resource Center, Dover, Delaware.

AFB:sqm

APPENDIX K

The "Right-to-Read" Television Announcements

DEPARTMENT OF HEALTH, EDUCATION, AND WELFARE
OFFICE OF EDUCATION
BUREAU OF ADULT, VOCATIONAL, AND TECHNICAL EDUCATION

PROGRAM MEMORANDUM — AVTE A AB 71-1

Paul V. Delker

SENT BY: Paul V. Delker
Director, Division of Adult Education Programs

SENT TO: State Directors of Adult Basic Education

SUBJECT: Public Service Television Announcements

The President of the United States has declared the right to read for all Americans, and has set a target for the 70's -- the complete elimination of illiteracy. As an early effort to provide promotional materials for States to use in seeking national public support of literacy program, the Division of Adult Education Programs arranged for the production of two public service announcements for use on television stations. The announcements were produced under U.S.O.E. Grant #OEG-0-9-301170-4150(323) to the University of Maryland for the 1969 Summer Institute on Instructional Television and Adult Basic Education.

Enclosed with this memo are two copies of the television announcements for use in your State. On each reel there is both a 60-second and a 30-second announcement on 16mm color film. It is recommended that you provide a copy of the announcement to each commercial and educational television station in your State, requesting them to air the spot at appropriate times. Suggestions on how to use these announcements are enclosed.

If you desire additional copies of the announcements, please complete the enclosed order form and return it no later than September 15, 1970 to Design Center, Inc., 1611 Connecticut Avenue, N.W., Washington, D.C. 20009.

We would like to be kept informed on how these announcements are used and what kinds of results you have with them.

FOR ADDITIONAL INFORMATION PLEASE CONTACT: Mr. John D. Soileau, Program Specialist, Adult Education Branch, Area Code 202, Telephone 962-7241.

July 22, 1970

TO: State Directors of Adult Education

SUBJECT: Public Service Campaigns on Television

The success of any media campaign depends on the quality of the idea, service of product that is being promoted, the skill with which the message is conceived and produced, and how widely and how often the message is broadcast. Adult literacy has an unquestioned value; the enclosed public service announcements have been professionally produced; the remaining variable is the breadth and frequency of their dissemination.

For complete coverage, every television station in the state should receive a set of the announcements. Requests for time should be directed to the Public Service Director, the Program Director, or the General Manager.

The Federal Communications Commission requires television broadcasters to devote a percentage of air time to public service programming. Of course the Public Service Director receives requests for time from innumerable representatives of good causes. Your advantage lies in having a package that is complete in itself, requiring no production services on the part of the studio. You are asking the television station to co-operate only to the extent of finding time for the announcement. A personal visit or phone call by a local representative of your agency will do a great deal to encourage the Public Service Director to honor your request for time.

You or your agents should explain that the intended audience is a cross section of adults. This will be important for the Public Service Director to know in planning when to schedule the announcements. In addition, you should tell the Public Service Director if you have any particular release date, before which he should not air the spots or on which you wish to launch a statewide campaign tied to some related event or other public announcements concerning adult literacy.

ORDER FORM

FOR ADDITIONAL COPIES OF "RIGHT TO READ"

PUBLIC SERVICE TELEVISION ANNOUNCEMENTS

(All orders must be received on or before September 15, 1970 to receive the prices listed below.)

SEND THIS ORDER TO: DESIGN CENTER, INC.
1611 Connecticut Avenue, N.W.
Washington, D.C. 20009
Telephone: (202) 483-4461

FROM: NAME ________________________________

SIGNATURE ________________________________

TITLE ________________________________

ORGANIZATION ________________________________

MAILING ADDRESS ________________________________

____

CITY ____________________ STATE ________ ZIP ________

TELEPHONE ____________________

Unit cost per set (each set includes one 60-second and one 30-second spot mounted together on a single reel enclosed in a labelled box):

(a) each single set $15.00

(b) each additional set mailed to same address 12.00

Enclosed is a ☐ check or ☐ Purchase Order in the amount of $________ to cover costs of reproduction and mailing ________ sets of the "RIGHT TO READ" Public Service Television Announcements.

DESIGN CENTER
INCORPORATED
ADVERTISING, GRAPHIC AND AUDIO VISUAL PRODUCTIONS

1611 CONNECTICUT AVENUE, N.W. • WASHINGTON, D.C. 20009 • PHONE 483-4461

Script for

"RIGHT TO READ"
60-SECOND TELEVISION SPOT

Who knows how many words you read everyday?

As many as half of the adults in America have reading problems serious enough that some of these messages pass them right by.

Each one is an opportunity missed,
a warning unheeded,
instructions that can't instruct,
rights and obligations not understood.

A reading problem means trouble finding work -- little chance of advancement;

It means you can't help your children learn to read.

If you can't read, you're likely to be left out, left behind, to grow bitter and to despair.

People who don't read can learn to read, if they have teachers and a place to work, and if they hear about adult basic education programs.

The President of the United States has declared the right to read and has set a target for the 70's -- the complete elimination of illiteracy.

Do what you can. Support the right to read in your community.

DESIGN CENTER
INCORPORATED
ADVERTISING, GRAPHIC AND AUDIO VISUAL PRODUCTIONS

Script for

"RIGHT TO READ"
30-SECOND TELEVISION SPOT

As many as half of the adults in America have reading problems serious enought that some of these messages pass them right by.

The President of the United States has declared the right to read and has set a target for the 70's -- the complete elimination of illiteracy.

People who don't read can learn to read, if they have teachers and a place to work.

Support the right to read in your community.

DISTRIBUTION OF RIGHT-TO-READ TELEVISION ANNOUNCEMENTS

Agency	Initial Distribution	Subsequent Orders	Total
Alabama			
State Director	2		2
Alaska			
State Director	2		2
Arizona			
State Director	2		2
Arkansas			
State Director	2	2	4
California			
State Director	3		
Bureau of Adult Education, Los Angeles		4	7
Colorado			
State Director	2		2
Connecticut			
State Director	2		2
Delaware			
State Director	2		2
District of Columbia			
Director	3		3
Florida			
State Director	2		2
Georgia			
State Director	2		
Emory University (Atlanta)		1	3
Guam			
Director	2		2
Hawaii			
State Director	2		2

Distribution of Right-To-Read (continued)

Agency	Initial Distribution	Subsequent Orders	Total
Idaho State Director	2		2
Illinois State Director	3		3
Indiana State Director	2		2
Iowa State Director	2		2
Kansas State Director	2		2
Kentucky State Director	2		2
Louisianna State Director	2		2
Maine State Director	2		2
Maryland State Director	3	3	6
Massachusetts State Director	2		2
Michigan State Director	2		2
Minnesota State Director	2		2
Mississippi State Director	2		2
Missouri State Director	2		2

Distribution of Right-to-Read (continued)

Agency	Initial Distribution	Subsequent Orders	Total
Montana			
State Director	2		2
Nebraska			
State Director	2		2
Nevada			
State Director	2		
Las Vegas, Clark Co. School District		1	3
New Hampshire			
State Director	2		2
New Jersey			
State Director	2		2
New Mexico			
State Director	2		2
New York			
State Director	3	5	8
North Carolina			
State Director	2	11	13
North Dakota			
State Director	2		2
Ohio			
State Director	2		2
Oklahoma			
State Director	2		2
Oregon			
State Director	2		2
Pennsylvania			
State Director	2		2
Rhode Island			
State Director	2		2
South Carolina			
State Director	2	13	15

Distribution of Right-to-Read (continued)

Agency	Initial Distribution	Subsequent Orders	Total
South Dakota			
State Director	2		2
Tennessee			
State Director	2		2
Texas			
State Director	3		3
Utah			
State Director	2		2
Vermont			
State Director	2		2
Virginia			
State Director	2		2
Washington			
State Director	2		2
West Virginia			
State Director	2		2
Wisconsin			
State Director	2		2
Eau Claire Technical Institute		1	
New Richmond, District 18		1	
Neenah, VTAE District 12		1	
North Central Tech. Institute (Wauson)		2	
South West Tech. Institute (Fennimore)		1	
VTAE District 13 (Green Bay)		3	
Western Tech. Institute (La Crosse)		1	12
Wyoming			
State Director	2		2
Puerto Rico			
State Director	2		2

Distribution of Right-to-Read (continued)

Agency	Initial Distribution	Subsequent Orders	Total
Virgin Islands			
State Director	2		2
U.S.O.E.			
National Right-to-Read Program		10	
Division of Adult Education Program	3	15	28
ABE Television Network			
35mm		10	
16mm		10	20
National Association of Educational Broadcasters	1		1
Eastern Educational Television Network	1		1
National Education Association			
Division of Adult Education Service	1		1
University of Maryland			
Conferences and Institutes Division	5		
Director of Radio-Television	1		6
Grand Totals	126	95	221

APPENDIX L

Evaluation Instrument

SUMMER INSTITUTE ON INSTRUCTIONAL TELEVISION

AND

ADULT BASIC EDUCATION

JULY 6-25, 1969

PROGRAM EVALUATION

PART I: Objective Evaluation

The following objectives were set for this Institute. On the rating scale beneath each objective, please indicate the extent you felt it was attained by circling an appropriate number.

1. To demonstrate the present value and future promise of instructional television to teachers, teacher-trainers, and administrators in adult basic education.

0 / 1 / 2 / 3 / 4 / 5 / 6 / 7 / 8 / 9 /
Not at all Satisfactorily Completely

2. To help participants develop a basic understanding of the equipment, its operation and the complete process of program development.

0 / 1 / 2 / 3 / 4 / 5 / 6 / 7 / 8 / 9
Not at all Satisfactorily Completely

3. To examine the ways in which the principles of adult learning can be integrated most effectively in this medium.

0 / 1 / 2 / 3 / 4 / 5 / 6 / 7 / 8 / 9
Not at all Satisfactorily Completely

4. To analyze the unique problems of communication inherent in most adult basic education situations and determine the implications such problems have for the methods and materials developed for instruction by television.

0 / 1 / 2 / 3 / 4 / 5 / 6 / 7 / 8 / 9
Not at all Satisfactorily Completely

5. To develop skills and knowledge necessary to produce pilot tapes demonstrating the best thinking of the adult basic education leaders and television personnel attending the Institute.

0 / 1 / 2 / 3 / 4 / 5 / 6 / 7 / 8 / 9
Not at all Satisfactorily Completely

6. To develop plans and methods for implementing Adult Basic Education through numerous applications of the television medium.

0 / 1 / 2 / 3 / 4 / 5 / 6 / 7 / 8 / 9
Not at all Satisfactorily Completely

7. To develop a professional appreciation of each others competence and fields of interest (television personnel and adult basic educator).

0 / 1 / 2 / 3 / 4 / 5 / 6 / 7 / 8 / 9
Not at all Satisfactorily Completely

8. To develop media skills and the ability to think as a team in the implementation of these skills.

0 / 1 / 2 / 3 / 4 / 5 / 6 / 7 / 8 / 9
Not at all Satisfactorily Completely

9. To understand what television realistically can do and what it can't do.

0 / 1 / 2 / 3 / 4 / 5 / 6 / 7 / 8 / 9
Not at all Satisfactorily Completely

PART II: General Evaluation

1. In terms of meeting your needs and expectations, how would you rank the Institute as a whole?

____Poor ___Fair ____Pretty good ____Very Good

2. How helpful was the time spent in learning your counterparts field of work? (ie. ABE learning TV)
TV learning ABE

0 / 1 / 2 / 3 / 4 /5 / 6 / 7 / 8 / 9
Not helpful Moderately helpful Very helpful

3. Did you feel that the concentration on "teams" was helpful? Why or why not?

4. Was the notebook of readings prepared for the Institute worthwhile to you?

______Yes ______No ______don't know ______haven't read it yet

5. Was the library useful to you? _____ Yes ______No

6. What was the major strength of the Institute?

7. What was the major weakness of the Institute?

8. What were the two most important things you learned from the Institute?

9. What changes would you make in the program if it were conducted again? Please be specific .

10. Considering the Institute in its entirety, do you feel it had a practical value for you in your job back-home? If yes, how?

11. Please read all of the following comments. Then circle the letter preceding all those that state how you feel about the Institute as a whole?

    a. Exactly what I wanted

    b. One of the most rewarding experiences I ever had

    c. Provided me with the kind of experience I can apply to my own situation

    d It was neither very good nor very poor

    e. It was too general

    f. It was too superficial

    g. It was poorly handled

    h. It was a wate of time

12. What is the one thing you would like to tell the staff of the Institute?

PART III: Facility Evaluation

Please evaluate the following aspects of the University facilities and indicate your opinion of them by checking the appropriate box.

	Very Good	Good	Fair	Poor
Center of Adult Education				
1. Meeting rooms				
2. Dining facilities				
3. Meals				
4. Lounging facilities				
5. Lodging				
6. Other				
Fine Arts Building				
1. Television studios and equipment				
2. Production supports				
3. Other				

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